

THE ATHLETIC JOURNAL

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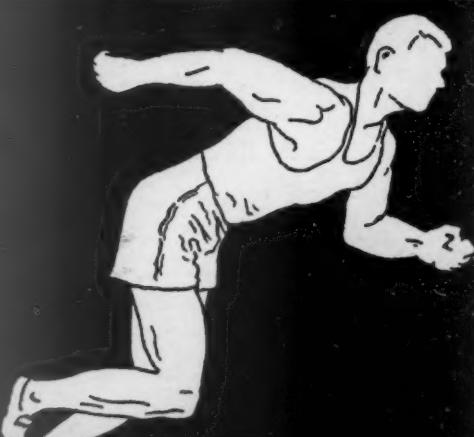
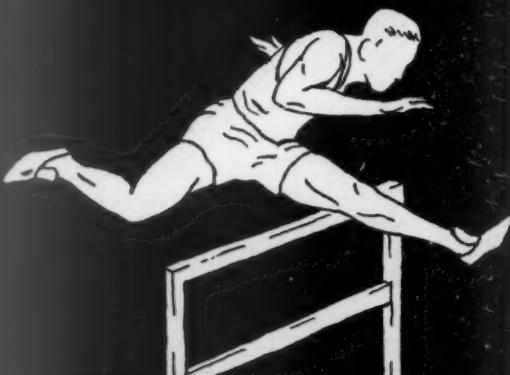


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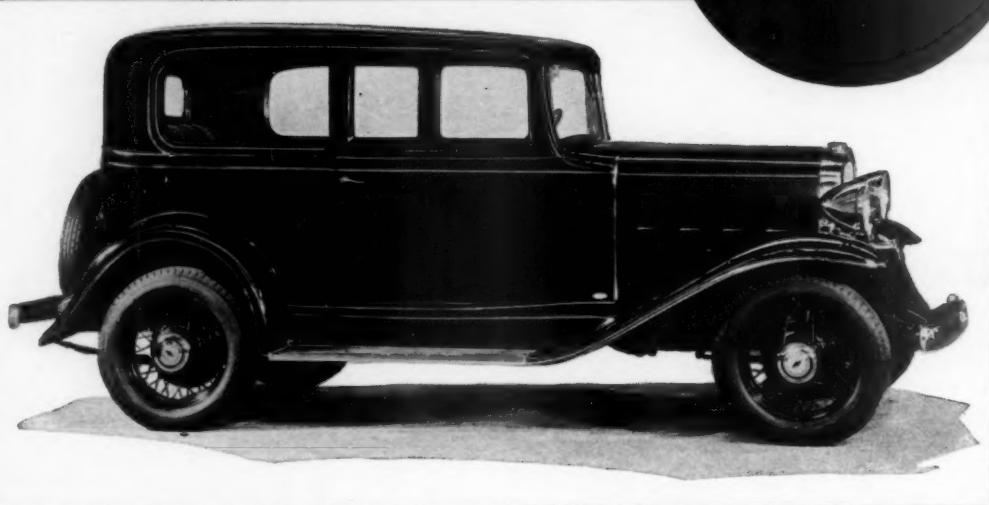
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6. Contest closes October 1, 1932. No entry bearing later postmark will be accepted.

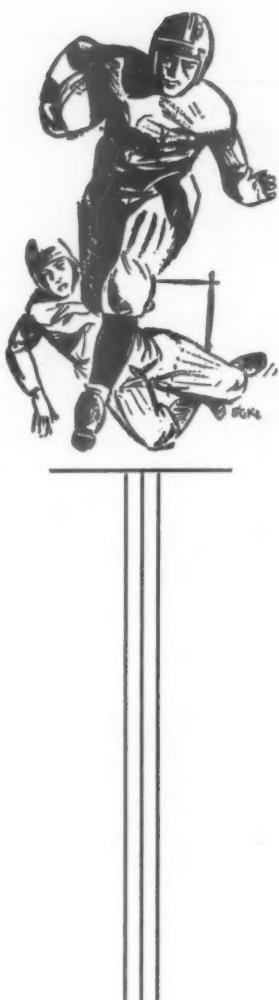
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The ATHLETIC JOURNAL

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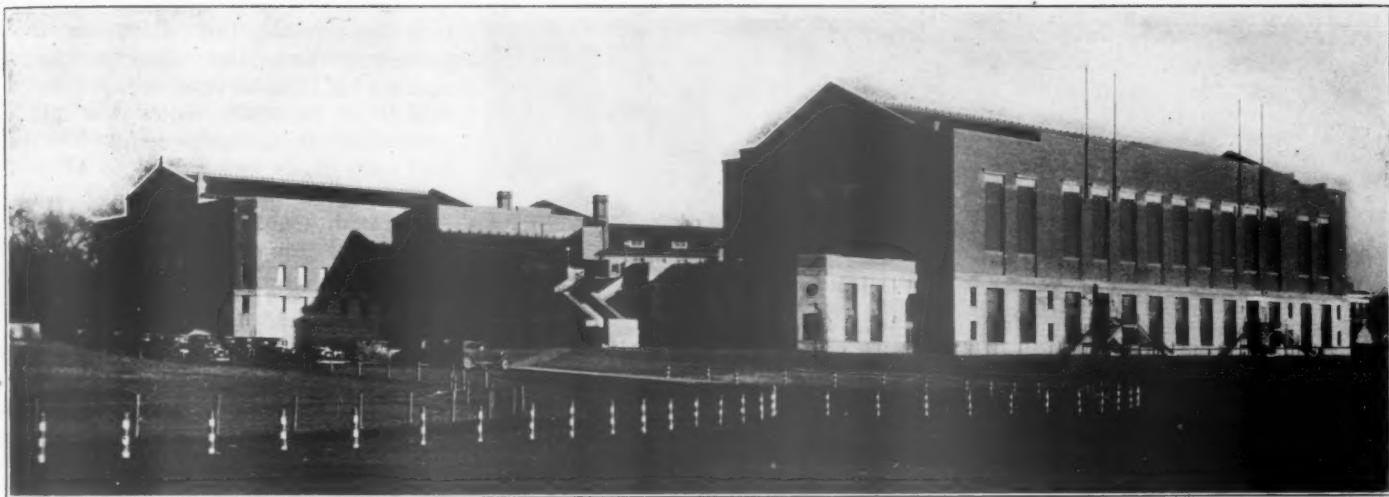
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THE NATATORIUM AND MEN'S GYMNASIUM

Expanding the Physical Education Plant at Ohio State University

SPORT as an educational vehicle rather than a spectacle has long been the motive guiding the program of the Department of Physical Education at Ohio State University. The new Physical Education building group, consisting of Gymnasium and Natatorium, now takes its place in this program. On the recent occasion of their formal dedication, the administration at Ohio State suggested that these buildings be regarded not so much for their ample and well appointed facilities for exercise, recreation and play as for their symbolism of a physical education system which believes in universal, intelligent participation in athletic training and exercise to promote mental alertness and personal well-being.

The Physical Education Department's problem of providing facilities for a full physical education program, including required courses for freshmen and sophomores and major courses for prospective teachers of physical education, includes no requirement for exhibitions and therefore no need for consideration of space for spectators. To house such a program, the State Legislature appropriated \$550,000 with the implied limitation that educational facility and not seating space be provided. This limitation involved curtailing facilities for swimming and water sports.

The Ohio State University Athletic Board, however, whose problems include the administration of inter-

*By HOWARD DWIGHT SMITH
UNIVERSITY ARCHITECT*

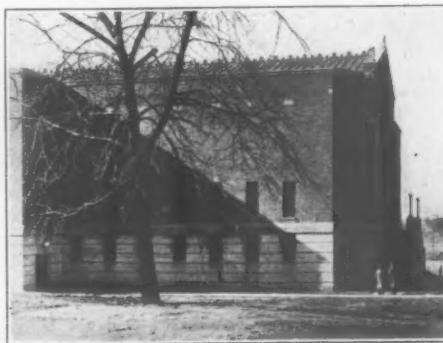
collegiate athletic relations, has been desirous of providing added facility for intercollegiate sports, especially swimming. The close relationship between the Athletic Board and the Department of Physical Education, a sort of interlocking directorate, as it were, led to a study of their problems together and the preparation of a joint building program under which these new structures have been erected. This program concentrated the expenditure of the State's \$550,000 on physical education facilities and made available an additional \$325,000 from Athletic Board revenues to include swimming accommodations in physical education and to provide unstintingly for aquatic sports.

The architectural problem involved two phases of study. First, there was the specific problem of providing

adequate space properly, conveniently and efficiently arranged. Second, there was the problem of fitting the building gracefully into a studied position in the campus scheme. Accessibility to the recreation fields determined the general location west of Neil Avenue and southeast of the Stadium.

The building has been designed to be a part of a large rectangular group of buildings around the expanded horticulture gardens. The north and south axis of this group will extend from the University Power Plant on the north to the new wing of the Botany and Zoology building on the south. The exterior appearance of the buildings follows the general character previously established by the design of the Power Plant, in order to be complementary to it. The materials are red brick, with gray limestone trim, over a two story concrete base.

The preliminary study for the building was based upon the expanded needs of a twenty-year program. This study showed that a building costing about \$2,250,000 would probably be required ultimately. A layout of such a building was made, and from that the portions required for present needs to be built within the available funds were selected for construction. This procedure accounts for the present appearance and arrangement of the group. The entire lower portion has been built, forming a large and spacious "podium" or terrace upon which the



THE NATATORIUM WING



THE MAIN GYMNASIUM FLOOR

two principal portions of the superstructure have been imposed. The Gymnasium occupies the west portion facing the playing fields, and the Natatorium forms the north wing facing the Power Plant.

The principal feature of the Gymnasium is the large room, 90 feet wide and 225 feet long, extending north and south in the west wing. This room has a curved ceiling lined with painted slabs of sheet cork. The room is 24 feet high at the side walls and the center of the ceiling is 35 feet above the floor. The floor is divided into five gym courts, each provided with basketball goals. The courts on each end may be separated from the three middle courts by means of folding partitions, which, when not in use, are contained within wall pockets and are entirely out of sight. These folding partitions, 28 feet 8 inches high and 82½ feet wide when opened, are among the largest in the United States.

Natural lighting is afforded by large windows along the west wall. Sunlight behind basketball goals is controlled by movable-slat Venetian blinds. Artificial lighting is by means of 300-watt flood lights which checkerboard the ceiling in rows about 15 feet apart in each direction.

Along the east wall is a series of closets, apparatus rooms and stairs, 7½ feet wide, making the net floor width 82½ feet. Over these rooms is an observation balcony which seats about 150 at the end of each of the five gym courts.

The room will accommodate 3,000 movable seats on the main floor, which, together with the observation gallery, makes its auditorium capacity approximately 3,750. As a ball room, the main floor will accommodate about 1,250 couples.

On the opposite side of the main corridor from the large gym room, and facing the Horticulture Gardens, are two stories of offices and conference rooms for the Physical Education Department, the Intramural Department and the directors and coaches of the several branches of athletics. A space below the main gym floor is designated for lockers and each of its two stories is 11 feet high. Space is provided for 7,000 lockers for men.

Opposite the locker rooms, under the offices, are six handball courts of regular size, 18½ feet wide, 36 feet long and 20 feet high. These have wood lined walls and ceilings and are provided with flush type lighting fixtures so that there is no obstruction of any kind on floor, ceiling, one end wall or two side walls. A small observation corridor extends along the rear of these courts at the mezzanine level.

In the two lower stories of the structure within the "podium" or terrace, which connects the two major portions of the buildings, there are exercise rooms used for corrective work and special class work, class rooms and a faculty locker room. Lockers, showers and toilet for the entire instruction staff are provided here, and also a public toilet and checking room.

The distinctive feature of the Natatorium wing is its provision of three separate swimming pools, each in its own room, but under central supervision. This division provides, first, the Varsity, or Exhibition, Pool for specialized contests and practice at all times; second, a Class Pool for the use of scheduled classes in physical education; and third, an Instruction Pool for non-swimmers. This last



THE "VARSITY" POOL AND AMPHITHEATRE

provision avoids the risk and inconvenience of having non-swimmers in the larger pools at any time and makes possible complete and continuous instruction to all who would learn to swim.

The Instruction Pool is 20 feet wide, 30 feet long and 3 to 4½ feet deep. It is provided with rails at the water level at each end. The Class Pool is in a room 100 feet long, 47 feet wide and 12 feet high. Along one side is an observation gallery with 120 seatings. A solarium alcove adjoins the class pool, the roof of which may be opened to the sky. The pool itself is 35 feet wide, 75 feet long and 5 to 9 feet deep. Three regulation diving boards are provided at the deep end of the pool.

The construction and finish of the Instruction Pool and the Class Pool and the rooms in which they are located are similar. They are lined with white vitreous tile, and the floors of the areas around the pools are of light tan vitreous tile with a non-slip surface. The walls of the rooms are faced with tan glazed brick and the ceilings are lined with painted cork slabs. Both rooms have outside light through large windows on two sides of the rooms.

Access to the two rooms by swimmers is under rigid supervision, through a drying room, a toilet, a shower room, a control alley and a foot-bath, and exit from each room is through a one way turnstile.

The show place of the entire group and the principal feature in which the Athletic Board's interest has centered

is the Varsity, or Exhibition, Pool room. This is a sort of amphitheatre with seat banks rising in galleries on two sides and at one end, accommodating normally 1,350 people.

The room is 110 feet measured lengthwise of the pool from north to south, and 120 feet wide. The center portion of the room is 40 feet high from water level to the top of the arched ceiling. The room has natural light from three large and six small, double glazed windows at the north end and from a skylight at the south over the "working" end of the pool. At this end of the pool there are three diving boards, each 16 feet long, built and installed in accordance with the latest intercollegiate specifications. Two of these boards, placed near the sides of the pool, are 3 feet above the water. The middle one is 10 feet above the water and is reached by means of ladders which extend from the pool level up to a bronze-trimmed diving balcony, which forms an important part of the decorative scheme of the room.

The pool is 75 feet long, 42 feet wide, 7 feet deep at one end and 12 feet deep at the other. It is lined with white ceramic tile which gives a very luminous effect to the clear filtered and chlorinated water. The color of water has been used as the basis of the color scheme of the entire room. The runways along the sides and ends of the pool are of pale olive green vitreous tiles which extend down over the pool gutters to a point just below the water level.

The clear blue green of the water

and the green of the side aisles has been picked up in the glazed tile of the walls which extend entirely around the pool and form a wainscot on the gallery walls. The wainscot is made up of eight shades of green tile, mixed somewhat at random, but generally grading from dark shades at the bottom to lighter shades at the top.

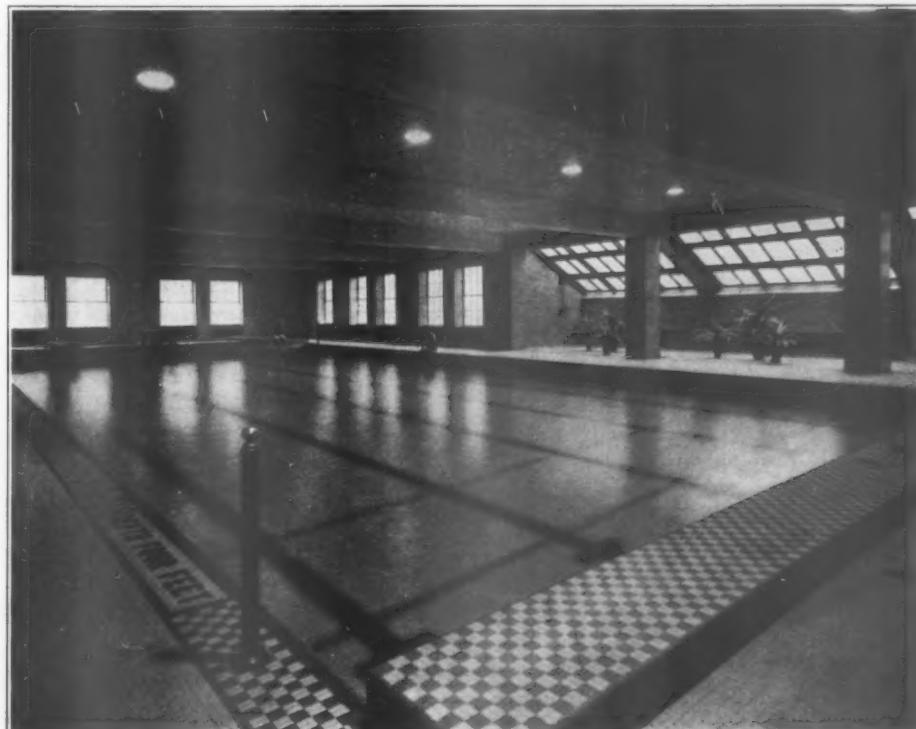
The walls above the tile wainscot, and all of the ceiling areas, are lined with cork slabs which perform the three-fold function of improving acoustics, retaining heat within the room and preventing condensation. The cork areas have been painted in agreement with the color scheme of the tile, beginning with medium shades of blue green and changing to lighter shades of olive green and tan at the ceiling lines. The high arched ceiling over the pool and the lower flat ceilings over the side galleries are tinted with silver paint.

The color scheme of the room is embellished by stenciled border decoration on the walls at the diving gallery end of the room and by a long frieze of conventional dolphin forms on each side of the clerestory wall surface between the main arch ceiling and the low gallery ceilings. The brilliance of this color decoration is accented by a series of panels at the top of the green tile wainscot in each of which is a brilliant scarlet "O" on a silver gray background, the only reference in the room to the colors of the University or to the athletic symbol so coveted by all students for their sweater fronts.

The metal fittings of the room are bronze, the most distinctive being the railing along the seat gallery at the north end, along the diving gallery at the south end and at the foot of all aisles along the side galleries. A nautical atmosphere is given to the room by the ship's rope railing around these galleries.

The artificial lighting of the Varsity Amphitheatre is by 200-watt flood lights distributed over the entire ceiling. A very spectacular effect is afforded by the system of under-water lighting. This consists of a series of six flood lights, set into water proof compartments within the walls, on each side of the pool just below the water line. The light from these floods is diffused evenly throughout the blue green water of the pool and is of sufficient brilliance to light the entire room without the use of any other lighting.

The foundations of the three pools are entirely separate from the construction of the rest of the building, and there are service passageways in



THE PRACTICE POOL

the basement entirely around the walls of the pools themselves.

In the wide passageway between the Varsity Pool and the Class Pool are located the mechanical devices for the control of the water used in the three pools. This control includes the complete change of all water every eight hours by circulating it through four filter tanks and heaters to maintain purity and uniform temperature. It also includes complete chlorination of

the water by dispensing a regulated amount of chlorine gas into the water as it is being recirculated. The control devices also include alkalinity and orthotolidin tests for the determination of its sterility, and the pools are fitted with suction sediment removers for mechanical cleansing of their floor and walls.

Heat is furnished to both portions of the new building group by forced circulation of hot water from the cen-

tral Power Plant of the University. All small areas are heated by means of radiators within the rooms. All large areas, such as the gym courts, and the three pool rooms are heated and ventilated by the circulation of tempered air forced in by large blower fans and removed by recirculating units or exhaust fans. Both temperature and ventilation are automatically controlled for uniformity of heat and fresh air.

Symposium on College Athletics

Polishing Backfield Play

By BERNIE BIERMAN

HEAD FOOTBALL COACH, UNIVERSITY OF MINNESOTA

THERE are so many little details connected with backfield play that it is out of the question to expect a backfield ever to become perfect. Every player possesses a definite amount of strength and speed, and, after he learns what his assignment is on the different plays and the carrying out of this assignment becomes automatic, not much more can be accomplished by blindly repeating the plays, but much may be accomplished with polishing the play.

Not much can be accomplished if all of the fine points are being taught at the same time. They have to be ironed out one by one. To illustrate we will use a concrete example. Suppose that you have given your team an ordinary reverse play. First, the players learn just what their assignments are; in other words where they go, the ball handling, and what they are ultimately attempting to do. Before long this part of it becomes automatic, but there are many little things that can be done to improve the play. Smoothness in making the exchange of the ball improves the play. There are a number of factors involved in this. First, the starting positions of the two men involved must always be the same. Second, the first receiver must receive the ball from the center without variation in position and speed. Third, the footwork, length of step and speed of the two men must remain constant. Fourth, the handling of the ball must be exact. Fifth, the timing of the other backs must be worked out from this, and any delay that is involved should be utilized to the best advantage. This may be in starting a step or swaying in the original direction of the ball and then coming back. Whichever device is

Polishing Backfield Play
BERNIE BIERMAN

Base-Running and Sliding
JACK COFFEY

Is Basketball Too Strenuous?
EVERETT DEAN

Effect of the Football Rules Changes
GILMOUR DOBIE

Hitting
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The Catcher
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Team Play at Bat
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Interpreting the New Rules
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Slants Off Tackle
OSSIE M. SOLEM

Outfielding
OTTO VOGEL

The Lateral Pass
GLENN S. WARNER

The Play of Infielders
WAYNE B. WRIGHT

ing in mind that it is impossible to get 100 per cent results. Better football would be played if more time were spent in this way and less in blindly repeating plays in either signal drill or scrimmage.

The game of football is getting better and better largely because more effort and attention are being given to the fine points, and less to the development of mere brute strength. So long as that is true there is no chance of football losing its place as our leading scholastic and collegiate game.

Effect of the Football Rules Changes

By GILMOUR DOBIE

HEAD FOOTBALL COACH, CORNELL UNIVERSITY

AT the end of the 1931 season there was considerable adverse criticism directed at the game of football because of the unusual number of fatal injuries. To be sure, the number of injuries reported was alarming and several surveys were made to ascertain the true facts in the case. An investigation conducted by Fielding H. Yost of Michigan was particularly interesting and I believe shows the true condition of affairs. Mr. Yost's report of his investigation showed that of the forty-three deaths reported at various times through the press, only twenty-two actually resulted from the game. The others were due to various causes, such as pneumonia, infantile paralysis, kidney trouble, appendicitis, typhoid fever, infections and heart disease.

The Rules Committee felt that while it was proper that football should be cleared of responsibility for deaths improperly charged to it, at the same time it would be well carefully to scrutinize the causes leading to the various injuries of the past season

used, the time and speed should remain exact so that these backfield blockers always are in the same relative position to the ball carrier.

The other plays should be polished in the same manner, the coach always taking one thing at a time and keep-

and see what safe-guards could be raised to prevent death and injury in the future. At the last meeting of the rules committee several changes were made and I think the committee did a good job of it. The changes leave the game fundamentally as before. They have merely outlawed some of the methods of procedure which no doubt lay at the base of many of the injuries.

First, they have permitted a punt to be used by the side kicking off. This will enable the kick-off side, when it does not have a good kick-off man, to lift the ball high in the air, giving the side going down an opportunity to cover the kick as it does in a punt from scrimmage. The impact in the tackle will be materially lessened and I believe practically all the injuries on kick-off will be done away with.

The diving block and diving tackle are prohibited. The diving tackle is of no consequence. It was seldom used and will not be missed. The diving block was, in my mind and in the minds of many good football coaches with whom I have talked, not a very effective way of disposing of an opponent and, so far as blocking in general is concerned, can very well be dispensed with. The diving block was without question the cause of a great many of the knee and ankle injuries and I for one am very glad to see it abolished.

The rule prohibiting the kneeing of an opponent, whether intentional or not, is a good one. While the offense was not committed very often in the past, it is exceedingly dangerous in that the knee was usually applied when the opponent was down and in a defenseless position.

Many of the most serious injuries were the result of the hard fiber pads used on the hips and thighs. The rule requiring that the hard pads worn be padded on the outside will do away with many of the injuries suffered by the tackler on and about the head in bringing down his opponent.

Under the new rules the runner is down when any part of his body, except his hands and feet, touches the ground whether in the grasp of an opponent or not. Many injuries of



(ABOVE)
BERNIE BIERMAN



(BELOW, CENTER)
GILMOUR DOBIE

(LEFT)
DAN E. MC GUGIN



(BELOW, LEFT)
WARD LAMBERT

hands by defensive linemen may cause a change in the style of line play of some teams and it may to some extent interfere with the effectiveness of some of the small men heretofore used in the line, but even so, for the good of the game, the new rule will prove very beneficial. The use of the hands was overdone by some teams. They were used more to dole out punishment and intimidate opponents than for purely defensive purposes.

The game is left in all essential details as before and I predict it will retain all its old-time popularity both with the players and spectators.

Thoughts on Football

By DAN E. McGUGIN

DIRECTOR OF ATHLETICS, VANDERBILT
UNIVERSITY

THE human body has many members. Football, a rather jealous mistress, makes demands upon all of them. The player must give of mind and of spirit, but mind and spirit give expression only through the physical.

Once upon a time long hair was used, in theory at least, to reduce shock to the head. Then along came

Restricting the use of the

headgears, first as a protection to the player, and finally it became the practice to use the type of headgear which would not only protect the wearer but which would give shocks to opponents.

To romance a minute away from mind and spirit and members of the body to another subject, the Rules Committee arrived at a very studied and wise decision when it made certain types of equipment unlawful. Take the papier maché thigh guard for illustration. We padded it underneath to protect the player. It never occurred to us to pad it on the outside to protect opponents. This was not because we were deliberately trying to injure opponents, but because we gave no thought to that feature. Indeed, we were very thoughtless about it and now that we have paused and made a survey we realize many injuries have resulted to others from the kind of paraphernalia our players have been wearing.

Getting back to members of the body (and I use the word members to indicate to the reader who may have the fortitude to read this through, that I have read something of a great writer and athlete named Paul) what detail of the body could a boy get along without and still play football? If some one were to say to me "Your players will be required to lose a considerable piece of flesh and bone; take your choice as to what it shall be," I think I would say "Let them lose their heels, but be sure and let them have the toes and balls of the feet."

The toes and balls of the feet are indispensable in all athletic games. They may not have any particular artistic value but they surely are useful. How useful they are in all offensive positions and in fact in all cases where charging, tackling, blocking and running are being done! Heels come in mighty handy, particularly on defense where certain players should be encouraged to remain relaxed until the instant when there is something for them to do. The toes and balls of the feet are in use all of the time. The player throws the ball with the hand but he must be nimble and dance around trippingly on the toes and balls of the feet or he will never get his pass away. The point of contact with the ball for the punter is at the top of the foot. The first thing he does when getting ready to receive the ball from center is to relax at the hips and get his weight pretty much on the balls of his feet; and as the ball leaves his foot the other foot comes on up to the very tip of the homely and humble but very useful toes.

I will not go into any further de-

tail. I have been coaching a good many years and I read wonderful articles at times on the details of position play or the details of blocking with all the different types of blocks and their interesting and attractive names. I go out rather exultant and triumphant on the field and undertake to teach my players all of these innumerable details and gradually see that I am getting nowhere except to raise in the minds of the players a mild inquiry as to whether I am suffering from a brainstorm. Then I get back to the old-fashioned ideas. I conclude that it is better to teach a boy the simple things, the things he can understand and the things he can do naturally. I know he must know how to charge and tackle and block and how to use his hands and eyes and ears. And then I say to myself "If I can encourage this boy into an attitude of proper determination he seems to get results. I must teach the team to be alert and self-reliant on the defense and to have cohesion on the offense, but I must put my best energy into implanting into the breasts of the men the will to win."

If men will go into a game upon a high plane of enthusiasm, determination and courage, many other things will be added to them.

I used to be a pretty fair golfer and then I fell to studying the literature on the subject—the syndicated newspaper articles, the magazines and the books on golf. I would go out into my backyard with clubs but without a ball and practice these things

with timing and skill, though perhaps a little short on gracefulness. But I have found that too much reading and contemplation have mighty nigh ruined my game of golf.

The Lateral Pass

By GLENN S. WARNER

HEAD FOOTBALL COACH, STANFORD UNIVERSITY

THE lateral pass, although it has been slow in developing as a major part of offensive football, is gradually increasing its usefulness and eventually will take its place as an important offensive weapon. For many years about the only use of it was made by simply having a ball-carrier, running off tackle, pass the ball out to a back running outside the defensive end, after having drawn the end in by the threat of the off-tackle play. This is still the way the lateral pass is being most generally used and such plays have been fairly successful. However, there have not been such favorable results as would naturally be expected considering how good such plays look on paper or blackboard.

The reason that such plays have not been found to work out more favorably is to be found, in my opinion, in the fact that the secondary defensive players are drawn in the general direction of the play, and, when they see the pass, all they have to do is to keep moving farther out. They do not have to change their general direction. Since this is the case, I believe that the more successful lateral passes will eventually prove to be those which develop after a threatened attack at some point in the line which will deceive and draw the secondary defense away from the player to whom the pass is to be made. This conclusion is borne out by experiments I have made in scrimmage practice and in actual games. The difficulty is that such plays require a great deal of practice because they have to be timed and executed perfectly and they sometimes require that the ball-carrier fake into the line, giving the ball to a lineman who makes the lateral pass, and most linemen are not adept at handling the ball. Such plays also require that a back be wasted in real line plays by running wide so as not to attract attention when the fake backs ending with lateral passes are made.

This brief discussion of the possibilities of the lateral pass is made with the idea of suggesting to coaches a different method of making use of the play, and I believe that thought and experimental work along the



GLENN S. WARNER

above lines will eventually pay big dividends.

The use of the lateral pass after the completion of a forward pass is coming into greater use, and here also is a fertile field for thought and experiment. It is fairly easy to complete short forward passes, but such passes have not been of enough ground gaining value to warrant their frequent use. With a lateral pass tacked on to a short forward pass the play becomes a potential long gainer and we will see many such plays in the next few years.

I am a firm believer in the value of lateral passing.

Line Play Under the New Rules

By CLARK D. SHAUGHNESSY
DIRECTOR OF ATHLETICS, LOYOLA UNIVERSITY, NEW ORLEANS

FOOTBALL coaches have been giving considerable thought to the new rules with reference to their effect on the use of hands, forearms and elbows in defensive line play. The Rules Committee, having in mind the unprecedented number of fatalities and injuries that occurred last fall, has attempted by legislation to curb the excessive use of hands, forearms and elbows that has been characteristic of a great many teams' defensive line play in the past, and which has undoubtedly been one of the contributing factors toward these football casualties.

According to the advance notices of the new rules, players on defense are now specifically forbidden to strike an opponent on the head, neck or face with the hands, wrists, forearms or elbows. The whole object and purpose of this rule is contained in the word STRIKE. Heretofore coaches have taken advantage of the theory that their players could do anything not specifically forbidden by the rules, and, inasmuch as there was no definite provision against striking except when done by the fist or elbow anywhere, or heel of the hand on the face, they instructed their men on defense to use their hands and arms in any way they saw fit, subject to these limitations, on any part of an opponent's anatomy. Of course, such use of hands and arms according to the old rule was supposed to be for the purpose of getting at the ball or the runner, but it was too much to expect the officials to be able to discern the intent actuating the players using such tactics; and therefore there was no way to punish those who deliberately took advantage of the liberality of

this rule by using their hands, wrists, forearms and elbows solely to inflict physical punishment and sometimes serious injury upon their opponents, especially in the vicinity of the head, face and neck.

The new rule will still be hard to enforce. Although the intent of the rule makers was clear, that all forms of striking on the head, face and neck of an opponent must be barred, pushing or pulling is not barred, and even striking on the rest of the body, except with the fist or elbow, is not prohibited. The result therefore probably will be that only the flagrant cases will be recognized and penalized. Blows that land on the head, neck and face of opponents, that are unmistakably blows, not pushes, will be punished as they always should have been, for that matter, under the rules against striking, unnecessary roughness and unsportsmanlike conduct; for slugging has no place in football, and slugging does not have to be in the face. It can be accomplished very effectively when administered to the back of the head or to the neck. This was not specifically prohibited under the old rules, except when done by the fists, elbows or locked hands.

In the application of football rules, intent usually has not been a factor. Whether intended or not, the effect of a foul on an opponent is the same. The situation where a defensive lineman strikes at his opponent's shoulders or chest with his open hand, and where this opponent ducks his head and the blow lands on his head, neck or face, will prove vexacious. Apparently in the application of this new rule, the officials must to some

extent base their decisions on the general conduct of the players throughout the game. Where an offensive player deliberately ducks his head to cause this foul he should not receive the benefit of the penalty, as this would not be in accordance with the spirit of the new rule at all. The player's conduct up to this point in the game should enable the officials to decide instantaneously whether a blow of this kind was actually illegal or not.

The practical result of this new legislation for the coaches who have in the past used the opponents' heads as targets for their defensive linemen to aim at is that they will have to find new ways for their men to get through the offensive lines. They hardly will dare take a chance on being penalized at a crucial moment by one of their linemen cuffing an opponent on the side of the head and in that way deflecting the charge in order that he may get through and at the runner.

Defensive linemen can still push and pull and can use their hands and arms for that purpose. They can also strike, except with fists or elbows, at the shoulders and chests of their opponents, and feint and charge. They should not be seriously handicapped by having the very unfair advantage taken away from them of cuffing their opponents about the head and neck, an advantage they have assumed because it had become customary for the officials during the past few years to tolerate the practice.

Another by-product of this new rule is the elimination to a large extent of the personal antagonism which has been engendered in the past by this cuffing back and forth and which often marred the game from both the players' and spectators' standpoint.

The public likes clean hard play. It does not like ruffianism. This anti-slugging provision is another step in the right direction. Football is the greatest athletic game in the world and will continue to be more and more popular as long as it is kept on a basis of sportsmanship and not on a win at all costs basis.

Slants Off Tackle

By OSSIE M. SOLEM
HEAD FOOTBALL COACH, UNIVERSITY OF IOWA

TOMMY SHEVLIN, the great old end of other days, used to say that there are only two plays in football that are worth the candle. Straight ahead and almost straight ahead, was his war cry.

Tommy was from another day in football, but his theory was true then



CLARK SHAUGHNESSY

and is still true today. Shevlin applied the fundamental geometric axiom that the shortest distance to the other fellow's goal is a straight line. That, of course, is correct, but it is not always the quickest and easiest course to traverse. Undoubtedly the surest, safest and most consistent way to make two or three yards is straight ahead or almost straight ahead, and the more we digress from the idea of going straight ahead the more we lessen our chances of any gain whatsoever. The farther out from the center of the line we go the less concentrated is the defense, but that advantage is equalized by the fact that the offense has farther to go before it reaches that point of advantage. The farther the offense has to go to reach the point of advantage the more opportunity has the defense of breaking through to stop the play for no gain at all or for an actual loss.

The reason a break off tackle is always intriguing to the offense is the fact that the defense is apparently sufficiently spread at that point to allow a path for the runner and also sufficient room to allow for two or three men in front of the runner to clear a path for him. So, in spite of the fact that a slash off tackle is not as certain of two or three yards as a plunge straight ahead, the possibilities of larger gain if successful is enough inducement to gamble on the greater reward of added yardage.

There is not much variation in the attacks off tackle. The first necessity is to have an end who can tie up a tackle. If a coach has an end who can handle a tackle alone that is a tremendous advantage, since it allows for one extra man ahead of the ball bearing down on the secondary. Most coaches, however, in order to make certain that the tackle is well cared for, give the end the assistance of a wing-back. After the tackle is taken care of, the end must be kept out of the play. Some coaches make certain of the end by putting two backs on him. By putting two backs on the end, and the end and a wing-back on the tackle, that leaves but one and possibly two guards to lead the play up the hole and to block off the secondary coming up. That should be sufficient in case everybody is carrying out his assignments but it will not care for a defensive halfback and fullback and also "sliders" in case the defensive line happens to be playing that type of game. In such situations the coach is fortunate who has an end who can handle a tackle alone and a back who can screen an end without any assistance, thereby releasing two

additional backs to help clear the way of the runner.

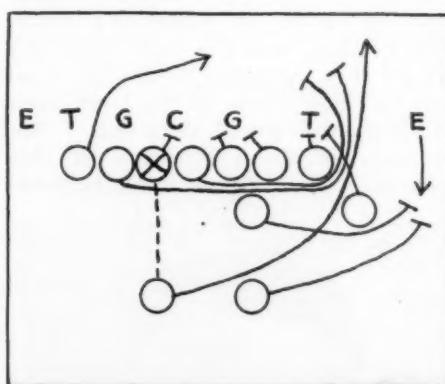
Like any play in football, however, in addition to perfect blocking and hard running, the success of the off-tackle attack is dependent upon proper timing. The guards, for instance, must be fast and nifty enough to get into the play where they will help rather than jam the play. It is better to send the guards straight through for the secondary rather than to plug the path of the runner, and the runner himself must be adept at running at the proper angle and cutting at the proper time and in the right direction after he is past the line of scrimmage. With good blocking and hard running the off-tackle play is the most powerful and most effective part of any attack.

Interpreting the New Rules

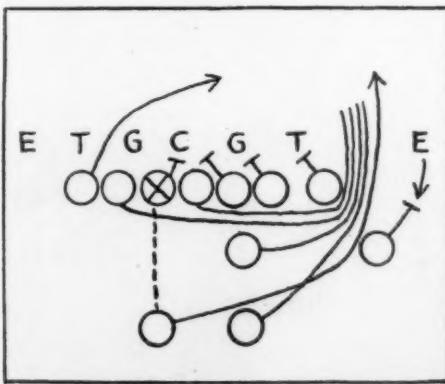
By H. J. MEHRE

HEAD FOOTBALL COACH, UNIVERSITY OF GEORGIA

SINCE the National Football Rules Committee convened and announced the new rules for the season of 1932, there has been a wide variance of opinion as to the effect these new rules will have on the game.



OFF-TACKLE PLAY: TWO OFFENSIVE MEN TEAMING ON OPPOSING END AND TACKLE



OFF-TACKLE PLAY: WING-BACK TAKING OPPPOSING END; END TAKING OPPPOSING TACKLE

From every section of the country coaches came forth with lengthy statements of condemnation or approval. The working of the Rules Committee has not been so "ballyhooed" since the new lateral pass and fumble rules came into being in 1929. Personally, I feel certain that after the Committee has given the interpretations to these new rules all the coaches and spectators will go along coaching and seeing the game in just about the same way as before. Every major change was placed in the rule book this year for the protection of the player, and I know that no spectator or coach would condemn any rule that would prevent serious injury to any player.

I have just completed spring practice and we wound up the workouts with a regulation game with regular officials and using the 1932 rules. The only rule that I could really find fault with is the rule regarding the kick-off. The new rule allows the kicking team to use the punt. Of course the Committee had in mind here not to allow the receiving team to gather too much momentum starting up the field, as often was the case after receiving a low kicked ball. Now, the punting of the ball high and well placed will merely transfer this momentum to a greater degree to the kicking side. A defender of this new rule may say that the receiver has the option of fair-catching the ball. Yes, but what coach wants to start a game with the ball in his possession on his own seven- or ten-yard line?

We tried punting on the kick-off a number of times and without an exceptional punter. Each time the receiving team had barely started to move up the field when it met the kicking team coming at full speed. We had no injuries from these plays, but I could see great possibilities with the kicking team excited and full of enthusiasm.

Since their meeting, the Rules Committee by telegraphic vote changed the penalty for illegal use of the hands from disqualification to fifteen yards. I believe this added change to be a very good one, as disqualification is a bit severe for a foul of this kind. Naturally, if the violation is flagrant enough, then it should come under the old rules of roughing or slugging and consequent disqualification. I believe that the spirit of this rule will allow the use of the hands on defense as before. The Committee had in mind only the elimination of the type of player who concentrated all his defensive efforts in "legally" punishing his opponent by striking at his head.

I hope that officials will be broad enough to call only flagrant violations

of the flying tackle and flying block rule. The Committee had in mind here to stop only the reckless and in most cases unnecessary leaping through the air a distance of from five to ten feet in an almost hopeless attempt to block or tackle an opponent. Statistics showed that a majority of the fatal injuries happened on plays of this type. The rule now states that the blocker or tackler may have both feet off the ground only at impact. Theoretically this is fine but I, for one, would hate to have a penalty called on one of my players for making a flying block or tackle after having left his feet a foot or less before contacting his opponent. I hope the officials will see this rule clearly and call only those violations that would tend to injure the blocker or tackler because of his recklessness.

The substitution rule, allowing a man to re-enter the game in any subsequent quarter following his removal from the game, should be a good one in every way for both coach and player. The coach should bear the spectators in mind and substitute only when he thinks it is necessary. The average game of football takes too long to be played as it is, and if coaches misuse or abuse this rule it will merely prolong a game which should in all cases be speeded up when possible. The rule was inserted so that the coach may freely substitute in case of doubtful injury to a player and make the substitution without causing his team to be weakened any great length of time if the injured player may safely re-enter the game in the next period.

I believe this covers the major changes or additions to the rules. One thing is certain, we can all know that the Rules Committee in making these changes and additions had in mind one thing, the prevention of injuries. I feel sure that all the coaches will accept and sanction any rule, regardless of personal sacrifice, if it will save any boy from injury.

Outfielding

By OTTO VOGEL

BASEBALL COACH, UNIVERSITY OF IOWA

QUALIFICATIONS of a good outfielder are ability as a hitter, speed, a good throwing arm, and ability as a fielder of both fly and ground balls.

Outfielders must play their positions in respect to the batter, the pitcher, the infield, and the wind. In respect to the batter, if a left-handed hitter is up, the left fielder comes in short and moves over closer to center,

while the center and right fielders will move over to right, the right fielder moving back deeper. The reason for this is that a left-handed hitter will ordinarily hit much harder to right field. The reverse is true of a right-handed hitter. With a weak hitter the outfielders move in closer. If the pitcher is in a hole they play deeper. If it is known to which field a batter usually hits they play that fielder deep.

If the pitcher has speed, the opposition will usually swing late, right-handed hitters hitting to right, left-handed hitters hitting to left. On slow curve pitchers, the batters will pull the ball into the opposite fields. Usually if the infield moves in, the outfield should move in also. When the wind is blowing out, the outfielders should play deeper; when blowing in they should move in; and if a cross wind is blowing, they should move with the wind. This does not mean to shift merely a few feet, but to move many feet if the wind is strong.

When the ball is hit to the outfield, the fielder should call for the ball decisively. If two fielders call for the ball, the man calling first has the right to it, while if two fielders call at the same time the center fielder should always have the right of way.

On fly balls, the fielder should get under the ball as quickly as possible even if the distance is only a few feet. Should the ball for any reason, such as wind, be carried sharply to either side, the fielder will be in better position to play the break.



OTTO VOGEL

On ground balls, if the score is close and the play is home or to a base for an advance runner, the outfielder must play the ball fast; otherwise there is no chance of getting the advance runner. If there are no advance runners, he should play the ball safe by getting squarely in front of it and being set in case of a bad hop. He should play the ball to the advance base.

The outfielder must be able to go back after balls as well as forward or to the sides. In going back he should turn and run. He should never run sideways or backwards. With practice, an outfielder will be able to run hard to the approximate spot where the ball will come down and then field it. In running back he will with practice soon be able to keep the ball located by turning his head but once or twice. This is the mark of a good outfielder.

On fly balls hit in front of him he must go after them fast. There is always a chance of making the play, even if he must dive for the ball. Line drives along the foul lines will always curve toward the foul lines. The fielder must know this.

The outfielders must back each other up on all plays, and they must also back up plays the infielders make. In plays at third, the left fielder backs up the play; at second, the center fielder, right fielder or left fielder, depending on the direction of the throw; while the right fielder always backs up throws at first.

When the outfielder has a throw to make, he should set himself before throwing and should always use the overhand throw. The throw should be hopped in and thrown on a line except on a very short throw. Then it is not always necessary to hop the ball in. This eliminates overthrows, and at the same time the throw can be cut off and a play made to a base. The outfielder should never make useless throws, and he should always get the ball into the infield as quickly as possible.

In placing outfielders, the best and fastest man should be in center field, while men in the other two fields should be about equal.

The Play of Infielders

By WAYNE B. WRIGHT

BASEBALL COACH, OHIO STATE
UNIVERSITY

THE play of infielders is based on the knowledge of certain fundamentals, the importance of which is much greater than space permits in this short resumé.

An infielder must:

1. Play the ball as nearly as possible squarely in front of himself, with both hands when possible.
2. Keep his eye on the ball until it reaches his glove.
3. Throw from the position in which the ball was caught, overhanded preferably, and underhanded only when the closeness of the play demands a return the instant the catch is made.
4. Bend first at the hips and only slightly at the knees with feet momentarily apart, although not far enough to make a quick shift impossible.
5. Keep the body well balanced with the weight resting on the balls of the feet—never on the heels.
6. Field *every* ball seriously; never flippantly.
7. Know every ball the catcher calls for.
8. Become perfect in touching a sliding runner.

In addition to the above fundamentals possible of description, the infielder must be fearless and possessed of intelligence to match that of the offensive base runner. Courage is often overlooked, but that quality it takes to go into flying spikes with a pair of hands protected only by one

flimsy glove is just that, plus a finesse in touching the runner which is obtainable only by constant and arduous practice.

The easiest method of illustrating play by position is by diagram. I am doing so below, attempting to show normal positions of the various infielders under many of the situations that arise.

First Baseman

Position 1 is normal with no one out or with two men gone, unless first base is the only one occupied or there are men on first and third. Position 2 is normal to protect against a bunt when first is not occupied, or when one run will tie or win and third is occupied. Position 3 is taken immediately back of the runner when first and second are occupied; position 4 when a man is on first, or first and third. The line 4...A indicates the path when a bunt is likely by a right-handed hitter, and 4...B by a left-handed hitter. The lines 4...C and 1...C indicate the drag bunt work of the first baseman. Position 5 is the cut-off position taken up when a score from second base is possible on an outfield hit.

Second Baseman

Positions 6, 8 and 12 are used with right-handed hitters up; position 6 with no one on or two down, except

when first is occupied. Position 8 is the proper station in the last situation. Position 12 is used when third is occupied and the situation of the game *demands* that the third base runner should not score. Positions 7, 9, 10 and 11 are used against left-handed hitters; position 7 with no one on, first or second (or first and second) occupied or two men down regardless of base occupancy; position 9 with first, second and third occupied, less than two down, except when the third base runner must be kept from scoring, in which case position 10 is used early and position 11 late in the game. From positions 7, 8, 9, 10, 11 and 12, the second baseman should cover first base on a bunt which that player (first baseman) has to field.

Shortstop

Positions 13, D and 17 are used with right-handed hitters up. Position 13 is normal when no one is on, and when first or (modified slightly) when first and third are occupied. Position 15 is used with a runner on second to prevent too long a lead by that runner. From this station the shortstop threatens the runner, is ready to dash to second for a play on him and at the pitcher's address to the batter places himself at D for a right-handed and E for a left-handed hitter. Position 17 is taken when third is occupied with less than two down and the runner must be prevented from scoring. Positions 14 and 16 are taken when left-handed hitters are up under conditions similar to 13 and 17.

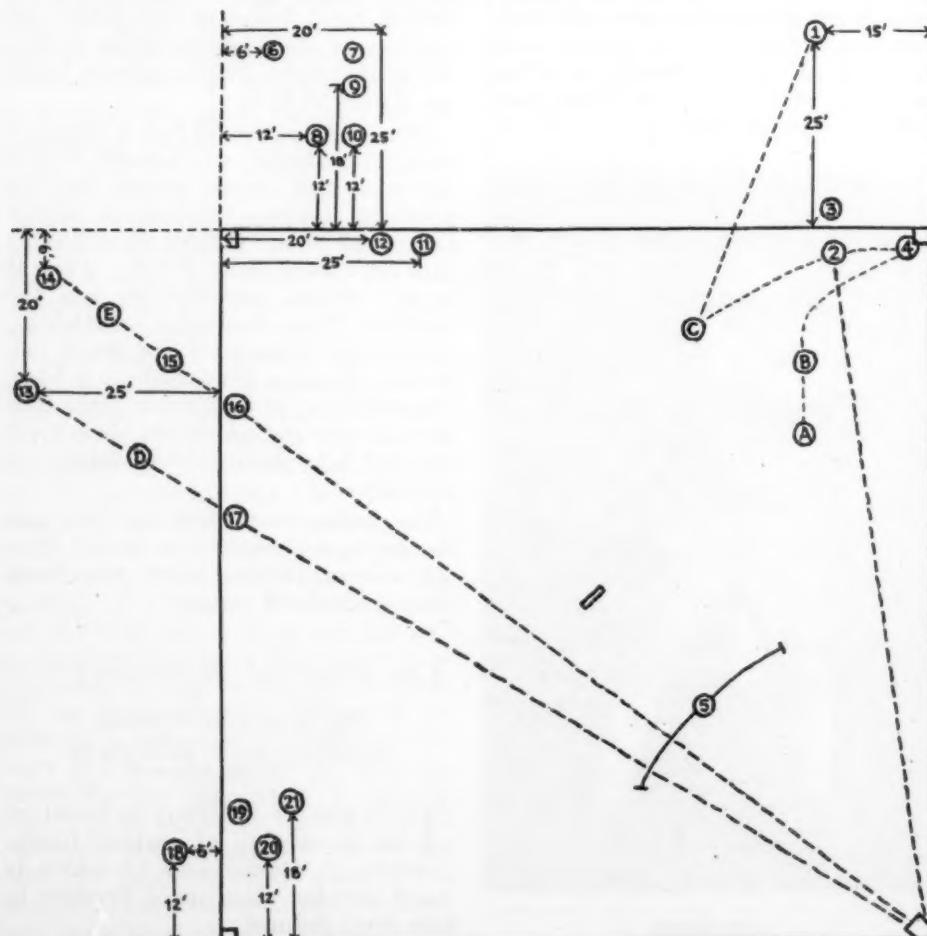
Third Baseman

Positions 18 and 20 are taken when right-handed hitters are up and 19 and 21 with left-handers at the plate. In and out, according to the game, goes the third baseman; back for one hitter and up for another. Stations 20 and 21 are the only ones reasonably constant and they are used when third is occupied with less than two down and one run to tie or win.

Individual Necessities

The first baseman must perfect footwork, determine destination of a hit ball before leaving position 1, field drag bunts passing the pitcher's left side, perfect the art of passing to pitcher or second baseman in full flight and act as cut-off man at position 5.

The second baseman must perfect himself in the pivot both to throw to first or second and to act as middle-man on double plays, engineer the cut-off play with first and third occupied and, with the shortstop, relay



deep throws from the outfield, one of the two protecting second base.

The shortstop must be the peer of all on ground balls either to right or left; he must be a straight shooter with his long throw, be able to let loose of the ball from any point at which it is caught and be an expert in going back for looping or sky balls between the base line and outfields' territory.

The third baseman must field all manner of bunts as well as "rifle shots," learn to protect third base when second is occupied and the offense elects to sacrifice the runner to his station and be the most fearless man on the team.

Relative shifts in positions taken by infielders on the birth of a situation modified by the score, the inning, the hitter, the ball called for by the catcher, and even such a thing as the weather, serve to render the above diagram as not much more than a meager framework. I have some hopes, however, that, as you know your own weakness and strength as well as a part of the same weakness and strength of your opponent, this chart will put before you a logical skeleton from which you may build an intelligent defense if you are a coach; understand the moves back and forth in a game, if you are a spectator; and help you to make yourself a more effective player, if you love the game as I do.

Is Basketball Too Strenuous?

By EVERETT DEAN

HEAD BASKETBALL COACH, INDIANA UNIVERSITY

THIS article is written for young coaches, players, fans and others interested in basketball statistics. These statistics were compiled by members of the Advanced Technique Class in Basketball at Indiana. The following home games were studied: Pittsburgh, Marquette, Illinois, Iowa, Wisconsin, Northwestern, Minnesota and Purdue. As you will notice, this is a study of "Big Ten" basketball and the game averages for these teams may not coincide with the averages of another conference where styles of play and officiating are different.

This study shows basketball in a somewhat different light. How many of you would believe that there is an average of 108 interruptions in a basketball game? Statistics from the above games show this to be true. The interruptions come as a result of field goals, foul goals, fouls, vi-

tions, jump balls, out-of-bounds, time-outs, substitutions, etc.

Many people believe basketball is too strenuous and that the health of boys is greatly impaired. A close scrutiny of the nature of the interruptions shows that action during and immediately following interruptions is not strenuous but, instead, relaxed. The accompanying chart of the Indiana-Iowa game is a graphic picture of a basketball game showing the short periods of continuous play. The average playing period without a stop is 16.3 seconds as taken from the above study. This fact plus the numerous interruptions, and further augmented by certain prevailing styles of play which make for less action, is proof that basketball is not too strenuous. Actual playing time for the game charted on this page was 25 minutes and 9 seconds. The average playing time of all the above games was 29 minutes and 30 seconds, which shows considerable time for rest.

The second half of the Iowa-Indiana game, demonstrated by the graph, shows more possession of the ball than the first half. It also shows a long playing period of 2 minutes and 30 seconds, which is 8 seconds above the average long playing period.

Some other statistics: Twenty-two fouls in the average game; nineteen jump balls in the average game; thirty-one center jumps; fourteen free throws; eighteen baskets per

game; and thirty-eight out-of-bounds balls.

This was written with the hope of stimulating more interest in this type of study. This work is in its infancy and when a more thorough study is made we will know better where we stand relative to other sports in regard to the effect of playing condition on the health of players.

Team Play at Bat

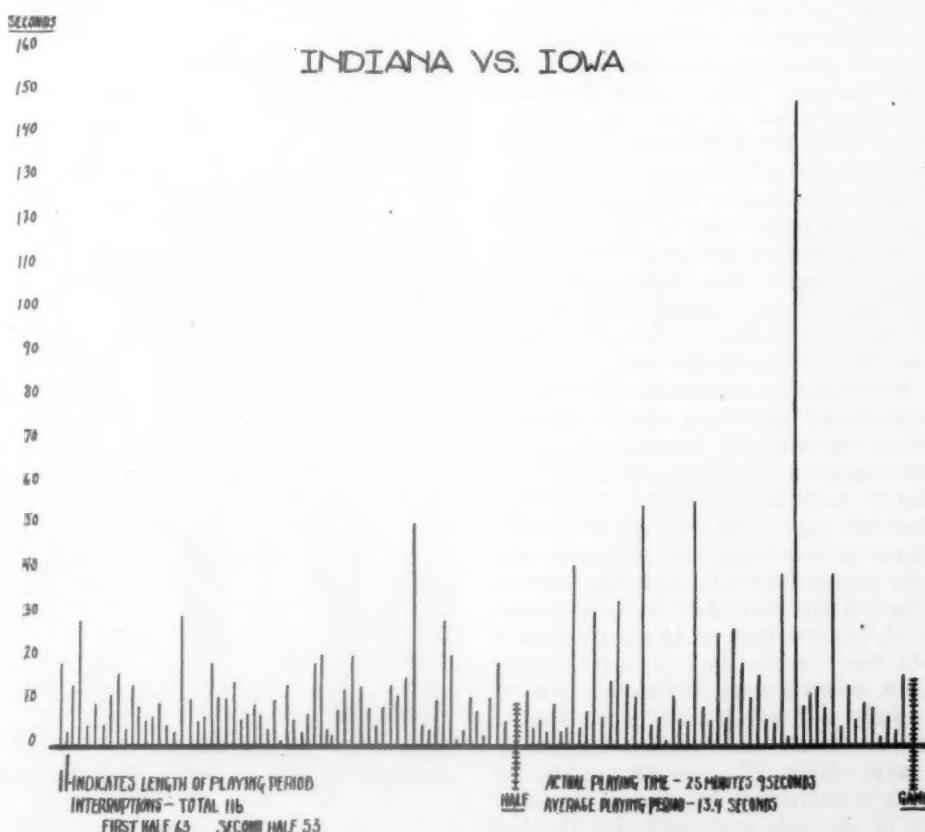
By G. S. LOWMAN

HEAD BASEBALL COACH, UNIVERSITY OF WISCONSIN

TOO often baseball spectators have no realization of the need of team play at bat. They think that it is only necessary for the batter to go up to the plate and hit at his own option, not taking into consideration the stage of the game, the score, the wildness of the pitcher or the many other factors which might go toward the winning of the game. Today, strategy and team play at bat have developed definite systems of attack for the scoring of runs. We no longer depend upon the old straightaway game, where the batter came up and hit at any time and the runner stole at his option.

I shall set forth just briefly the different systems used in attack, which will also bring out to a certain extent team play at bat.

First, we have what we call the con-



servative game, or playing for one run. In this style of game the sacrifice bunt is used to move the runner to second base, and then the burden is placed on the next two hitters. This system may be considered satisfactory if the coach knows that his pitcher will hold the opponents to a low score, where the batting is about equal and when one run may win the game. Of course, this system is quite often employed where a team is out in the lead and wishes to maintain that lead. If the sacrifice game is used, the batter usually bunts until he gets two strikes. A weak hitter, however, might bunt on the third strike. This play is very seldom used with one out.

Another system is known as the waiting game, or playing for the break. It is often used in a close contest where the opposing pitcher is exceptionally good. The batter will wait, taking one or even two strikes in the first four innings, thus wearing the pitcher down. Then, when the break comes, all batters that come up will hit on the first good ball. This system is very good against a speed ball pitcher or a curve ball pitcher, and particularly against one who is wild. It will be necessary, of course, to hit on the first pitch once in a while, and to mix in an occasional bunt. Setting down a barrage of bunts in the first inning will oftentimes upset some pitchers.

A third system might be called the aggressive system: hitting on the first pitched ball or on every good ball pitched, getting to the pitcher before he settles down. This is good against a green pitcher and is best in the first two innings. Some teams, however, play this game all the way through. Very few first-ball-hitting teams win championships, however.

A fourth type of offense is the hit-and-run game. This is hardly a definite method of offensive drive and is too uncertain. The object is to give the base runner a flying start and try to hit behind the runner or through the hole if the fielder goes to cover. This is usually impracticable with college boys; one can't expect them to place the ball, for they usually swing the same on all balls. Ability of the batter must be considered. In college ball, the coach will be lucky if he finds three or four men on his team who can successfully hit with the runner. The hit-and-run play is usually used with one out, and when the team is in the lead. Sometimes it is good, however, when a team is behind, to start a rally. It is oftentimes used, too, in the early innings to cross up the opposing team. To be successful, the play must be put on when the pitcher is in the hole and must get the ball

over. On a hit-and-run play the batter should stand a little nearer the plate than usual so that if a pitch-out is on he can still reach over and meet the ball. He should not try for a three-base hit, but try to hit the ball somewhere on the ground.

A fifth type of offense might be called the run-and-hit game—similar to the hit-and-run game except that the hitter does not hit unless it is a good ball. This places the burden on the base runner. Possibly it is a better type of offense than the hit-and-run if there are fast men on bases.

There are various other methods of play at the bat which we might call "pulling the unexpected"; for example, bunting when least expected or with two men out, bunting on the third strike or using the squeeze play, which is a bunt-and-run from third base. The batter must do something to the ball. If he can't bunt it fair, he should at least attempt to foul it off. There is strategy, too, in using the bunt-and-run play from first base if it has been observed that third base is being left open on bunts. The push bunt is also a good play when the

pitcher or third baseman is coming in too fast.

The batter also has a relationship to the plain steal, for if the pitch is a strike he should swing on the ball and attempt to disconcert the catcher. Oftentimes the batter has a relationship to the double steal, with a man on first and third, having the option of hitting through the hole in case the ball is over.

It is impossible in this article to set forth all the different situations which involve team play at bat in these various types of offense which we have mentioned. Aside from team play at bat in relation to the different systems, I wish to mention some general rules that might be observed in hitting.

1. As a general rule the first man up in each inning should take at least one strike. In this way he will be making the pitcher work, and there may be an opportunity for a base on balls. Of course, he will have to switch and hit on the first pitch once in a while, otherwise the pitcher will always be putting the first one over. With no one on bases, and if the pitcher is a little wild, it might be well to take two strikes.

2. If the call is two balls and no strikes, one or two out and a sure hitter at the plate, it might be well to hit. A weak hitter should take the strike. It would be no crime, however, for the weak hitter to hit on the two and nothing ball.

3. If the call should come three balls and no strikes and no men on, take a strike. If behind, take two strikes. The batter usually does not hit with the call three and one, with no men on bases. A good hitter, however, might take a chance on the three and one ball, but the weak hitter should wait.

4. With a man on first base the rule for waiting might be about the same as for no one on base, with possibly a little more freedom in regard to hitting. With a man on first and no outs, the sacrifice bunt might be in order; if one out, the hit-and-run.

5. With a man on second base every batter should hit more freely, no matter what the number of outs. The runner is now in position to score. With no one out and a runner on second, sometimes it is advisable to sacrifice the man to third. Usually with a man on second the batter does not wait unless the pitcher is wild or the team at the plate is behind and one or two runs would do no good. It is best, however, for a man to hit with runners on second and third, for two runs would help even though the team is behind; then, too, if the batter should be walked the bases are



G. S. LOWMAN

filled, and there can be a force-out at any base, or a set-up for a double play.

6. With a man on first and second, regardless of the number of outs, the batter should hit if he is a good hitter; should wait if he is a poor hitter. If the team is not more than two runs behind and with no outs, it is well to sacrifice the runners along to second and third unless, of course, the heavy artillery is up. Usually men are not moved along with one out unless a weak hitter is at bat, and a good man coming up.

Regardless of general rules or systems of attack, the game is largely governed by the knowledge that the coach may have of the opponents' offensive and defensive strength, the stage of the game, breaks that may develop and the ability of his men on the aggressive. He may not use one definite system of attack, but that type of attack which best meets the different situations that may come up.

The Catcher

By WARD LAMBERT

BASEBALL AND BASKETBALL COACH,
PURDUE UNIVERSITY

NEXT to the pitcher the catcher is the most important defensive player on a baseball club. Aside from being a courageous and enthusiastic man he must above all things have a strong throwing arm. In college and high school baseball it is the coach's job to try out men who can throw and to try to make a catcher. It is then necessary to start the prospective catchers receiving throws (so they may get accustomed to the equipment a catcher uses) and then place them behind a batter swinging at the ball. The enthusiasm known as "pepper" that has been spoken of as one of the essential qualities of a catcher is a vital factor in the play of the team.

The catcher is in front of the other players and his enthusiasm, especially his encouragement to pitchers, is a reflecting factor and an inspiration to the other members. The catcher of good size is preferable to the small man. The larger fellow is the better target for pitchers and infielders throwing to him. Aside from encouraging the pitcher, the catcher should study the stance of the batter and the manner in which he swings in order to call for the pitch which will not be hit the hardest.

Having picked the fellow with the above qualifications, then it is the coach's job to develop his mechanical working habits. First of all, the proper position and footwork behind

the plate should be stressed. In his receiving position the catcher should have the weight of his body distributed well over the balls of both feet. His body should be low, and he should bend at the knees enough to preserve his balance; thus he can not only block the low throws but work up to the higher ones readily because the knees are bent. Next he should be trained to shift his feet and be behind every pitch; upon receiving it bringing his arm in position to throw over his shoulder with the left foot forward. Developing this habit is important, and after a time he is stopping wild pitches that would get by if he were allowed to reach out without the shifting habit.

In receiving the ball the body and hands should be relaxed, with the fingers of the right hand relaxed and doubled in to avoid injury. The position of the catcher with respect to the batter and plate should be directly behind the plate, but not so close to the batter as to interfere. In being up close to the plate the catcher gives the pitcher a much better target. The exception to being very close is when he expects to make a throw to catch a runner at third.

In learning to catch foul flies a great deal of practice is necessary to develop the habit of taking off the mask and locating the ball. Having located the foul fly, the catcher runs as quickly as possible to get his head under the ball, and remembers that the ball will drift back toward the pitcher unless there is adverse wind.

With men on bases, the catcher must keep in mind the control of the pitcher, the number of outs and the number of runs ahead or behind in order to be of proper assistance to the pitcher and the club. Many young catchers have the tendency to call for too many pitch-outs with runners on bases, and thus get the pitcher in the hole. When he intends to throw to any of the bases to try and pick a runner off the catcher should have a sign with that baseman to take the throw. With runners on first and second after having thrown to first base, a bluff throw there may catch an alert base runner between second and third. If this is the case, the catcher should run right out into the diamond at the runner and force him toward second to trap him. The most difficult play for the catcher is with runners on first and third when the run on third is the tying or winning run. In catching the ball and shifting into position to throw at the same time he "looks the runner on third back" and may throw through to second base. If the

throw goes through, the second baseman may cut it off or let it go according to what the base runner on third does. The catcher may also make a good bluff to second with the hope of trapping the runner on third. If he traps the latter, he should run him toward third, making bluff throws.

In handling bunts, the catcher should be alert to go right into the diamond after them and should call to the pitcher when he can handle them. He should handle bunts on the third base line with his back to the diamond, pivoting to give him a better throw to first. On bunts down the first base line, he should face the first baseman while fielding and throwing.

Base-Running and Sliding

By JACK COFFEY

BASEBALL COACH, FORDHAM UNIVERSITY

WHEN the lively ball came into vogue, base-running became almost a lost art. Managers refused, and not without reason, to jeopardize their teams' chances by stressing base-running when it was evident that more runs could be manufactured at less risk by eliminating the attempts to steal bases while concentrating on long-distance hitting. Their thought was that a triple was easier of producing than a single and two stolen bases. The pendulum of the law of averages was swinging toward the slugger and away from the base-runner. However, everything seems to move in cycles in this world. An orgy of heavy hitting has marked the last decade; and, although the long-distance hitting will not be curtailed to a conspicuous degree because of the less lively ball, nevertheless, the decrease will be sufficient to bring the base-runner back to the wars with flying feet and a smile of satisfaction.

Last year Chapman of the Yankees astounded the fans, accustomed to heavy hitting with a modicum of base-stealing, by the frequency with which he stole bases. There were many who were attracted to the Yankees' games by this shade of Cobb. It is true that Ruth was still the magnet, but, nevertheless, Chapman was unwittingly bringing back to favor in no small measure the stolen base.

There are three points of proficiency which distinguish the outstanding player from the mediocre one. They are, first, ability to bunt well; secondly, the knowledge of what to do

(Continued on page 49)

State Championship

Short discussions on the
whose teams won the
pionships of their

R. W. DOOLEY,
BASKETBALL
COACH, HIGH
SCHOOL, THIEF
RIVER FALLS,
MINN.



NORMAN ZIEBELL,
BASKETBALL
COACH, MORTON
HIGH SCHOOL,
CICERO, ILL.



W. L. JONES, BASKETBALL COACH,
HIGH SCHOOL, BELOIT, WIS.



CARL G. HARRIS,
BASKETBALL
COACH, ROOSEVELT
HIGH SCHOOL, DES
MOINES, IA.



Wisconsin

By W. L. JONES
Beloit High School

MAY I dedicate this article to that fine group of boys who worked unceasingly with me during four months and made it possible for Beloit to obtain the highest honor in interscholastic basketball in Wisconsin.

In the following paragraphs I shall try to describe as clearly as possible the system used by Beloit High School in winning the state championship this year and the conference championship the past three years. This season's team finished with a record of twenty victories out of twenty-one games. I shall first present the offense and then the defense.

We have used the professional style of offense entirely with the man playing the block on or near the free-throw line. We have been fortunate in having an exceedingly large man for that position who was also a good ball handler, but I do not think a large man is necessary if not available. A small man must make up for his disadvantage by his cleverness in play.

The man on the block must vary his position during the course of the game according to the type of defense used. He may play, first, on or near the free-throw line; second, under the basket, making it possible for him to whirl into it; and, third, a roving position in the offensive territory.

We use our man on the free-throw line most of the time where he is not in so good a position to shoot, but where he can feed the other players cutting into the basket. There is a tendency for this man to play too close to the basket, and as a result the team is working on too small a floor space, because it is necessary, in order to get the ball into the block, to be within a certain distance. Of course, this distance varies all the time, but one of the greatest faults is in trying to put the ball in from too far back. Thus, the guards must advance farther up the floor when the man is playing close to the basket, cutting considerably the floor space available to work on.

The forwards work on the sides of the offensive court, going down as soon as we have gained possession of the ball. When our guards are rushed, one forward stays back and helps advance the ball. The greatest difference between the style we use and the professional style is in the maneuvering of our forwards. The professionals are always on the go,

Basketball

court game by coaches
1932 high school cham-
respective states

moving from one side of the court to the other. Our forwards do not move around nearly so much, which tends to simplify the game. It is rather difficult to get high school boys to move around and block as do the professionals, and I have concluded that it is not necessary and that their energy can be conserved.

I have questioned the methods which my guards have used in advancing the ball up the floor, but we have obtained good results, and that is what we are after. I want the guards to pass the ball one to another, criss-crossing as they advance up the floor, so that the defense cannot tell when the ball is going to be thrown into the front ranks. The forwards can work in with the guards as they pass the middle of the court. Moving the ball is one of the most essential points in our offense. High school boys have a very bad tendency toward holding or dribbling too much.

In the final game in the state tournament the importance of moving the ball while advancing it up the floor was shown. In the early part of the game my guards were dribbling straight up the floor, trying to force it into the front ranks without any deception. As a result, our offense looked very pitiful. In the second quarter they started to move the ball, and a decided change was noticed in our game. It started to click just because they were working the ball as they had been coached. I believe that the moving of the ball by the guards counter-balances the results obtained from not having the forwards on the move all the time. I do not want my forwards to go down and plant themselves, but to jockey in position.

We put all five men into the offense, and we have been caught very few times without a man back. The guards must work together well and must get back quickly on defense. The box scores of our games have shown that all five men were functioning. In our district tournament our first six men scored from fourteen to twenty-three points. The same was true throughout our schedule.

We do not use any set plays in working the ball in. During practice I try to show the boys the various possibilities that can be developed from our offense, and have them go over each one time after time. They do not use all of them, or always the same ones, in every game. I am a firm believer in the offense that does not use set plays. It gives the players a freedom and relaxation which otherwise they would not have. It results in better playing and better shooting.



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BASKETBALL
COACH, ROCK-
HURST HIGH
SCHOOL, KANSAS
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HENRY L. RICE,
BASKETBALL
COACH, SENIOR
HIGH SCHOOL,
FARGO, N. DAK.



ORVILLE J. HOOKER,
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CASTLE, IND.



E. B. WEAVER,
BASKETBALL
COACH, HIGH
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KANSAS.

I have experimented in the use of set plays, using the same system with a sophomore team, and found that they played better ball without them.

A free system allows a player to use his initiative and brings out individuality. Players have to see their own openings and act accordingly. It develops smartness in a ball club.

I do not teach the boys to pass in an orthodox manner, but again I allow freedom in their style, as long as the results are good. When players use a poor type of pass, I try to have them discard it for a better one. My team this year was a very fine ball-handling club.

I have used a man-to-man defense, and we have obtained very good results, holding our opponents the last two years to an average of fourteen points. I have the men take the same men they line up against, unless otherwise designated. We do not take the men as they come through except in cases where there is a quick break and it is the only thing to do. The men, of course, shift on plays where a block takes place. It is very necessary that these men work together when they are shifting.

I have tried to explain the system with which we have been very successful, and I have a great deal of faith in it. It is elastic enough so that it may be varied to match any style of defense.

Illinois

By NORMAN A. ZIEBELL

J. STERLING MORTON HIGH SCHOOL, CICERO

AN unusual feature of the state championship basketball squad of Morton High School was the fact that every boy is of Bohemian descent. This is a considerable contrast to one of the teams we played in the state tournament, which consisted of five nationalities among the first five boys. Probably most coaches would prefer a variety of nationalities, but in this particular case national solidarity proved to be of considerable benefit.

This year Morton played a deliberate offensive game, though it should not be confused with the so-called stalling game. We used fast breaks when the opportunity presented itself, but on the whole we allowed the defense to get set. We used a formation in which the center played on the free throw line with a forward on either side and with the guards bringing the ball to the defense. On other occasions we used a formation in which we employed the forwards in the same fashion, but the center lined up to the rear of either forward.

Our offense was varied according to the play of the opposition. At times, block plays were employed in which an attempt was made to free a guard, while on other occasions a forward or the center was freed. Against a zone defense we used either of the two above-mentioned offensive formations, but controlled the ball with constant passing until an opening developed, after which two, and sometimes three, players broke sharply to the basket.

The regular man-to-man defense, in which the players pick up opponents as they filter through, was used. Since many teams are now using the pivot play exclusively, our best defensive rebounder was assigned to cover the pivot man, but that was the only specific assignment made on defense. The one exception to this was in our final game with Canton, in which each player was assigned a definite opponent.

Practically all the teams we met in tournaments used the pivot play exclusively on offense. This play was varied by coaches in that some drove the guards straight past the pivot man after pass was made, while other coaches had one or two forwards cut around, attempting to effect blocks. A few schools used inside blocks quite effectively, while very few used outside blocks.

The deliberate stalling game where one team refuses to work the ball through is on the wane, though one of the first round games as the state tournament developed into such a combat. A very uninteresting game resulted and if this practice were to be followed by many coaches it would ruin the game of basketball. I believe that fans prefer action with more scoring and not a slowing up of the game.

On defense practically all teams used the assigned man-to-man style. One team in the sectional tournament used a zone defense, lining up four of the players in box formation with the fifth man in front. Teams using the zone defense seldom guard well when it is necessary to cover man-to-man.

In conclusion I might also mention that few teams appear to use out-of-bounds plays in their own half of the floor. Most of them prefer to have the forwards and center break straight to the basket ahead of their guards and, if it is impossible to get free, the ball is passed out to a guard in the center of the floor.

High school basketball is becoming more versatile, for modern coaches do not hesitate to make use of newer innovations. Not so long ago basketball was played the same way in all

sections of the country, but the modern game is proving of much more interest both from the spectator's and player's standpoint.

Minnesota

By ROGER W. DOOLEY

THIEF RIVER FALLS HIGH SCHOOL

THE Minnesota state high school championship basketball tournament was held, March 17-18-19, in the University of Minnesota Field House at Minneapolis. Mankato and Chisholm were the only teams that had state tournament experience in 1931.

All teams were allowed one practice on the tournament floor and of course this started the guessers. The consensus the first day was that Crosby-Ironton and Northfield would meet in the finals. As both of these teams lost the first day, it was then decided to let Winona and Chisholm play the finals. As Winona lost and Chisholm won by a big score it was thought that with their tournament experience they should defeat Thief River Falls in the finals. So the dope bucket was upset a great many times during this tournament, which ended with Thief River Falls as state champion.

Crosby-Ironton won the consolation series and Princeton was awarded the sportsmanship trophy.

The players on all of the teams, with the exception of Princeton, averaged almost six feet. As one of the Twin City papers put it, "Never has a group of teams named for the annual classic been so uniformly tall and husky."

The man-to-man defense was used by all teams. The fast break was the chief weapon. All teams seemed to depend on one or two exceptionally good dribblers.

Our system of offense and defense was slightly different during the tournament than during the regular season. During the regular season we met teams that used the zone defense and here we used the fast break to good advantage. We also tried to build a good follow-up system as we had a center of 6 feet 5 inches and a forward almost 6 feet tall. I always told my players on the fast break that it was much better to make a shot at the basket with a good follow-up than to pass and lose possession of the ball by a wild pass. We used the one-hand shot on this fast break.

It might seem rather odd that with a 6 foot 5 inch center we would not use center tip plays. We had prear-

ranged plays, but, if the opponents played the game as they should against a team from which they knew they could not get the tip, then we did not use signals. But, if the opponents rushed in, then we would give a signal, trying to rush in a quick basket. This would keep the opponents back in their defensive positions.

As my guards were not tall, I pulled the big center back to play guard on defense and take the ball off the defensive backboard. Contrary to general opinion, we could use either the zone or man-to-man defense quite effectively. If during the game we found our opponent's offense was hard to stop by a man-to-man defense we would try a zone, and we found that this little change would help. Every time we or our opponents had time out we would make some little change in our offense or defense.

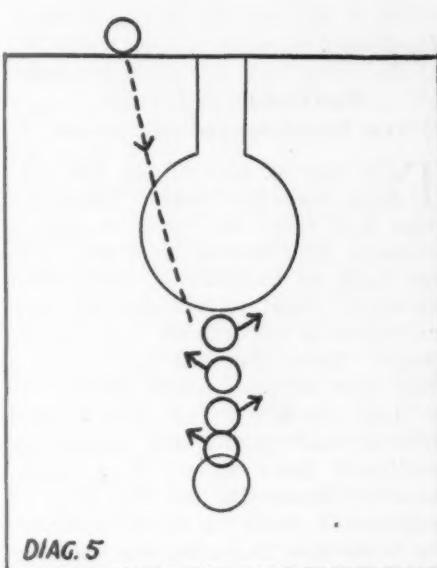
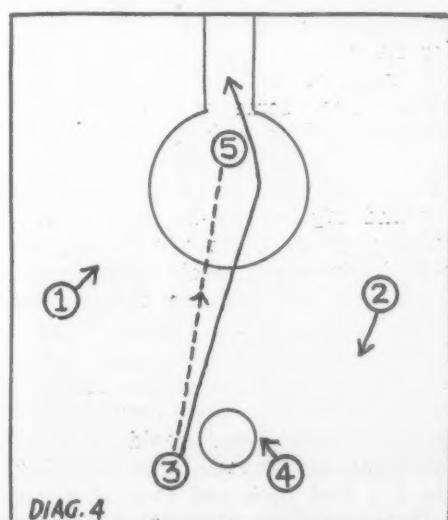
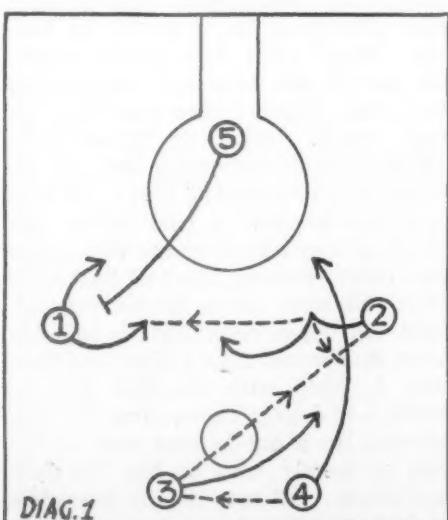
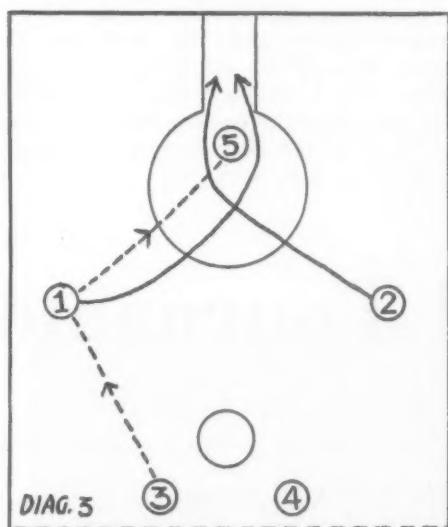
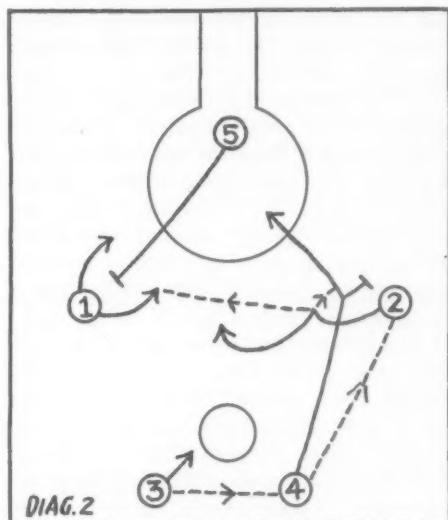
On offense we placed one man in the hole and a man on each side line about 17 feet out from the end lines. The two side men were dead shots if left open and were good follow-up men.

Numbers on the diagrams represent positions on the floor and not the men. We had our men interchanging, especially when we met a team playing a man-to-man defense. By interchanging we hoped to get a tall man against a short opponent; then take full advantage of the height. By having my two rangy men at positions 1 and 2 it was quite easy to get passes in to them. I played my defensive guard at 3 position and the speed guard at 4. No. 5 was a good team man and could shoot from all angles.

In Diagram 1, No. 4 passes the ball to 3; No. 3 passes to 2; No. 3 follows back of the pass to pick up a possible fumble; No. 2 fakes a dribble across the floor toward the basket, pivots and passes to No. 4 driving in fast on the

outside, or fakes to 4 driving in and passes to No. 1, whose man has previously been blocked by 5.

In Diagram 2, No. 3 passes the ball to 4; No. 4 passes to 2, following the ball on the inside of 2. If No. 4 is open going into the basket, No. 2 passes back. If No. 4 is not open, he blocks No. 2's man with 2 dribbling



around him, 5 again blocking No. 1's man, and 2 passing the ball to 1.

In Diagram 3, No. 3 passes the ball to 1; No. 1 passes to 5; No. 2 always breaks around 5 first, followed by 1. From this set-up several variations may be used. No. 5 may pass the ball to 2; if 2 is open he will take it in to the basket; if not he will pivot and pass to No. 1. Also, on this play we sometimes have No. 4 drive in to the basket with No. 1 coming back to the defensive position.

In Diagram 4, No. 3 passes in to 5, following the pass on the opposite side of 5.

Diagram 5 is a very simple out-of-bounds play which proved very valuable in winning several games this last season. This play is from the end zone. The four men on the floor form a straight compact line. The first man then goes to left or right, with the second going in the opposite direction; the third and fourth men pick their openings. This play was impossible to stop with a man-to-man defense.

The personnel of the Thief River Falls team was not made up of veterans. Captain John Chommies, with one year's experience, was the only regular on last year's team. We continued victory after victory throughout the season. To most of the boys it was not necessary for me to say "Well, we could improve if you would know certain fundamentals better." Instead, when I arrived at the gym I would find most of the boys that showed weaknesses practicing, each to overcome the thing that served as a hindrance to the team. It was that spirit of wanting to do better even though they had done well that made them state champions and will make them champions in whatever field they enter.

Indiana

By ORVILLE J. HOOKER
NEW CASTLE SENIOR HIGH SCHOOL

THE type of play of the 1932 Indiana state tournament differed a great deal from that used in former tourneys. The famous pivot play, that was used so extensively throughout the entire country, was used by very few teams in the Indiana state tournament. Those that did use the pivot block were stopped before going far, as they frequently ran into a good shifting back guard who completely smothered their style. Greencastle, Bosse of Evansville and Technical of Indianapolis were the three outstanding teams that had a big boy and that set him in on the foul circle and then built their offense around him. Each of these pivot men was smothered in one of the games and it was always done by a big guard. Edwards of Technical "looked like a million" in one game and then in the next, when he was well taken care of by Butterworth of Evansville, his play looked ragged and very poorly organized.

Winamac, which reached the finals, had a blaze-away type of play that was very pleasing to the fans. In their four games they scored 126 points. In only the final game was their offense stopped and then they scored 17 points. Usually they came

very fast. On their set plays they cut very rapidly and moved very fast toward the basket. One-handed lay-up shots predominated in much of their play.

The fans were treated to some very fast basketball and the ball was generally always on the move. There were no low scores and none of the proverbial stalling. The stall game was not used by Indiana high school coaches during the entire year, except on rare occasions. In one of the morning games the Greencastle team attempted to stall against Connersville, but the Spartan team broke up the play time and time again. Many people were of the opinion that the Greencastle team almost defeated themselves in their attempt to use the slow game. Bosse of Evansville had a 12 to 4 lead against the Winamac outfit and attempted to hold on to the ball and make very few attempts at the basket, but, when they found that every time their opponents got hold of the ball they scored, they concluded that they were also cooling themselves off, which subsequently caused their defeat.

Lebanon played the real "fire-wagon" game and the fans got a great kick out of watching this team play. The Lebanon coach had taught his boys that the basket was up there to shoot at and they certainly showed that they had been well coached in

this department. Cicero, another of the surprise teams, used two men in the corners and three across the center of the floor and set their blocks from this. Vincennes, their opponents, looked bad against this style and also had their opponents greatly underestimated. Columbus, one of the favorites and a team that had won by the high score method, was completely smothered and their type of offense was hard to detect.

As to our style of play that was used at the state meet, I might say that I believe that it was quite different from any of the other fifteen participants. On defense we used strictly a man-for-man shifting type. In the four games that we played, 68 points were scored against us, an average of 17 points to a game. My old coach, one whom hundreds of Indiana basketball fans greatly admire, always maintained that if you hold a team under 20 points you have a good chance of winning the game. I believe that Pat Page will always be remembered because of the wonderful defense that his teams nearly always exhibited.

On offense, the New Castle team was fortunate in having five boys that were individually clever. At times during the season the fast break was used, but rarely in the state tournament. When a team has to play four

(Continued on page 30)

National Tournament Play

By BLAIR L. VARNES

COACH, ST. PATRICK ACADEMY, CHICAGO, NATIONAL CATHOLIC HIGH SCHOOL CHAMPION

ONE of the outstanding features of the National Catholic High School Tournament recently held at Loyola University, Chicago, was the uniformity of offensive play used by the various sectional teams. The three-man in and two out formation dominated, with the pivot man on the free-throw line and the entire offensive attack being built around that man.

Such uniformity of play, in my mind, may be directly attributed to the tournament itself, because the attack which, I recall, bewildered other sectional teams in past years was now being used successfully by each of them. The newer entrants in the tournament were somewhat amazed at it and could not adjust their defense to check it. From the viewpoint of an interested spectator it would seem

that everything depended on just how good a pivot man the team had; and I dare say that such an opinion or impression is justifiable. One reason for its effectiveness was due to the weakness of the defense. On the other hand, some of the offensive teams employing such an attack would jam the free-throw zone to such an extent that it was nigh impossible to cut and cage a step-in shot. Other teams were quite exact in its use and played it very cautiously until the defense was well split, so that it was easier to cut for short shots.

The outstanding pivot men in the tournament employed three methods of scoring. First: Upon receiving the ball, the pivot man would feint to the right, at the same time bringing the left foot back and over at about a 45 degree angle, attempting to draw

his defensive man over to his right and then pivoting back to the opposite side, which would give him a fairly easy shot from the right of the basket. Many pivot men would employ the use of one dribble in attempting this shot. Others, upon receiving the ball, would wedge in immediately (with a dribble) to their left and attempt a right-handed shot. If this could not be done, a pass to the forward on that side or to the back court was made, putting the ball back into play. Second: (This proved very effective.) Upon receiving the ball, the pivot man would fake a pivot and then step forward with the left foot to about a 45 degree angle, jump into the air and lay a one-handed shot on the rim or merely turn on the left foot and shoot. All men on the line were right-handers and were not effective

when going to their right, unless they brought the ball into the air with two hands and then attempted a shot. Berger of Jasper Academy, Rigney of St. Mel and Adams of St. Patrick were outstanding men in employing this method of scoring and were accurate with the one hand. Third: Some pivot men would fake to the left and then pivot and dribble to their right, with one bounce, a stop, a step back with the right foot and an attempt to shoot, one or two hands being used. The forwards always timed the play and if the opportunity offered itself they would cut; if the pivot man shot they would follow up. Time and again the ball was tapped back to the guards just outside the free-throw line circle.

As stated above, many teams depended too much upon the man on the line and his effectiveness. Others would combine block plays with the pivot play, and the formation used to execute the so-called block plays was the old three-man in and two out and worked with slight deviation from the following:

In the play shown by Diagram 1, the guards handle the ball. No. 1, the left guard, passes the ball in to the man on the line, No. 3, and then fakes to his right and cuts off to the left. No. 4, a forward, fakes to cut for the basket and times 1 so as to lose his man on the block, enabling him to cut toward the center of the basket for a pot-shot, or to dribble in for a step-in shot. No. 5, the weak-side forward, also times the play and attempts a cut for the basket, or attempts a pick-off with 2.

The guards have an alternative on this play, being that shown in Diagram 2. No. 1, a guard, passes to the pivot man; then he fakes a cut straight in and wings over to his right

as he cuts. No. 2, the second guard, starts down his side and times 1 for a block; then he cuts to the opposite side and in. Nos. 4 and 5, forwards, time the play and drift out, pulling their defensive men with them. The ball then passes from pivot man to the open guard who is cutting.

If the guard passes the ball in to the forward on his side, No. 1 to No. 4, as shown in Diagram 3, that forward attempts to pass to the pivot man and follows through with his pass, which enables 1 to use him for a block if the play is timed properly. This play was used a great deal by some teams. It works the same on the other side. As the so-called block was working on one side of the floor,

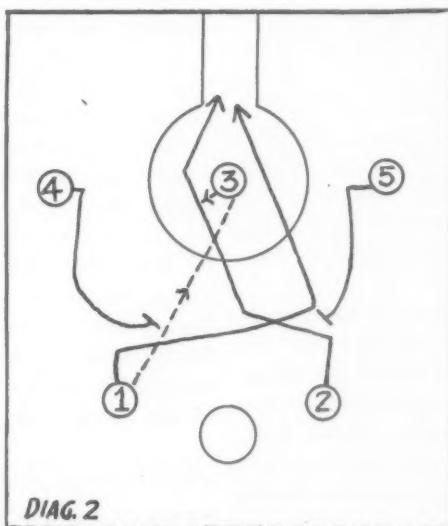
some teams would also try a pick-off on the opposite side by having the forward come up and pick off the guard's defensive man, enabling that guard to cut, thus executing a switch in positions.

It is well to note at this time that if the pivot man passed up the men cutting or cutting off on the block play, he would then carry the burden himself and use one of the three methods of scoring as pointed out above. If he did not employ any of these three methods he would naturally elect to pass the ball to his team mates in the back court and again put it in play.

This style of ball is somewhat old in the Chicago area but still very effective, depending, of course, on the ability and effectiveness of the pivot man. Usually, such a man is tall, is a good ball-handler, is not necessarily fast but deceptive with a pivot and has the ability to shoot with either hand.

During the recent National Championship Tournament I varied my offense, sometimes playing three men in and two out, two men in and three out, and sometimes placing three men on one side of the floor and two on the other, all depending upon the defensive strength of the opposing man-to-man defense, but working from the same system of ball.

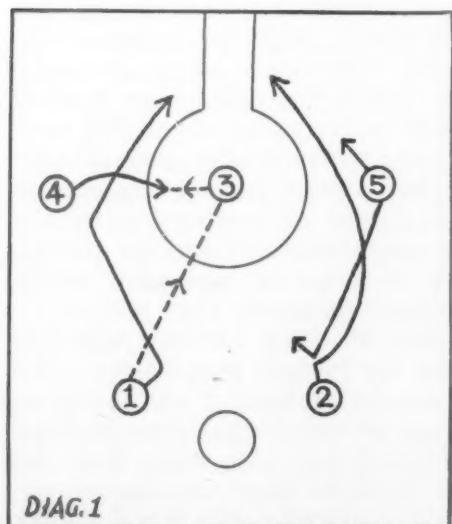
Every opponent we faced seemed to employ the three-man in and two out offense and our defense was so drilled that we were able to stop the pivot man at every turn, which, of course, hindered the offensive team greatly. Thus, one may see that our success was the result of a versatile offensive style of ball, plus a defense which enabled only one opponent in the tournament to score more than twenty points.



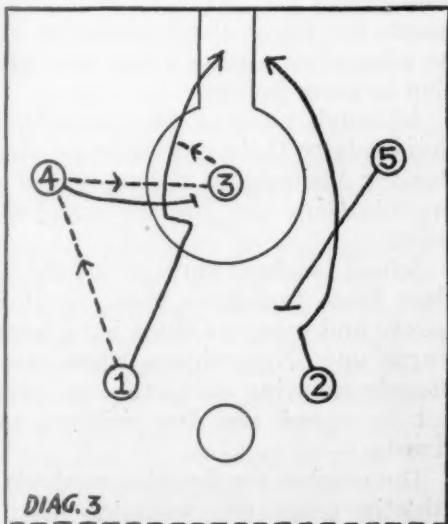
DIAG. 2



BLAIR L. VARNES



DIAG. 1



DIAG. 3

The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

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JOHN L. GRIFFITH, Editor

The Outlook for 1932-33

WHILE no one can safely predict the time when business conditions in this country will improve, nearly all will agree that good times are ahead of us; that is, it is only a question of time when the national budget will be balanced, when a fair share of outstanding taxes will be collected, when the local, state and national governments will establish their credit, when the number of unemployed men and women will be reduced to a minimum and when prosperity will have returned.

Mr. Babson in a recent article suggested that if a number of men are in a boat on a lake and the boat is struck by a squall the chances are that all of the men will be thrown into the water. The swimmers, however, he pointed out, will survive and the others will perish. These times through which we have been passing place a premium on courage, endurance, faith and optimism.

The men who have been responsible for instituting and maintaining school and college athletics have for the most part carried on in spite of many discouragements. Some have given up in despair and have either discontinued their athletic activities or have curtailed them unnecessarily. The institutions in which the athletic programs have been abandoned will again maintain these activities when good times return, but they will have lost a certain amount of momentum and, what is more important, the young people for whom these programs are maintained will be affected at a time when they need athletic recreation as never before.

Although none of the manufacturers are paying dividends on their capital invested and many are conducting business at a loss, yet the officers of these organizations are bravely keeping their businesses going.

School teachers throughout the country have as a class been forced to work for lower salaries than before and many of them have been unable to collect wages due. Nevertheless, these teachers likewise are bravely carrying on to the end that the schools may not be closed and the children turned out on the streets.

The coaches are devising methods of financing their athletic programs, realizing that if they do not

assume this responsibility the programs will be discontinued. Those who have courage and ingenuity enough to keep things going will live to rejoice.

The ATHLETIC JOURNAL would hold up to the coaches who are gamely doing their work the philosophy of Browning who said, "He never dreamed though right were worsted wrong would triumph, held we fall to rise, are baffled to fight better, sleep to wake."

Losses in Student Enrollment

DR. HARRY WOODBURN CHASE, President of the University of Illinois, has recently called attention to the fact that in spite of hard times the losses in student enrollment at the University of Illinois between semesters were normal.

This is a significant fact, as it indicates that students and parents alike are willing to sacrifice during hard times in order that young men and young women may secure a college education.

It is sometimes suggested that college students of this era look upon the time spent in college as a mad, glorious holiday. The undergraduate supposedly spends his time in carousing, dancing, driving madly about the country in his father's car and otherwise doing everything except the work incident to securing an education. Someone should paint the true picture of undergraduate life; a picture that would show many of these students living on one meal a day, doing the hardest kind of manual labor as a means of earning their way through college, carrying the full scholastic load, enduring and sacrificing for the sake of an education.

Athletic Philanthropy

THE ATHLETIC JOURNAL has frequently called attention to the fact that college football, instead of being conducted for mercenary reasons, is a philanthropic institution. The truth of this statement has been brought home to the educational institutions during the last two years.

We have further suggested at other times that there are approximately only twenty-five colleges and universities in which football is a highly profitable enterprise. If we consider those twenty-five institutions for a moment, and note what they did last fall with their football profits, the true significance of this question will be better understood. First, in round numbers one million dollars was taken from football profits earned by these universities and turned over to college and university treasurers for general institutional expenses. Then a large amount was used in paying debts that had been accumulated when the athletic plants were constructed. From the profits, also, the expenses of the minor intercollegiate sports and the intramural sports programs were met.

With diminished receipts from football, who will suffer? Certainly not the football department. The larger universities are paying their head coaches as much as formerly, and in some institutions the head football coach this fall will receive more than the head football coach in those same institutions received in 1929. Each university will this fall play

the customary number of games. Each will equip all of the boys who care to play football, and the football stadia will be maintained as formerly. It is true, of course, that the building program has been discontinued, but, in the twenty-five universities that we are considering, adequate athletic plants have already been constructed.

With diminishing returns from football, it will not be possible for the universities that have been making a profit from the game to turn over so much money next year for the general educational funds. Further, the minor intercollegiate sports program will be seriously cut. In the majority of the larger universities football and, in some cases, basketball are self-supporting, and the other sports have existed only because the excess profits from football were available to be used for the support of the non-productive sports.

The point that we are trying to make is this; namely, that if the prices for football tickets are reduced next fall and if the receipts should be, let us say, even 50 per cent less than the receipts for 1929, still football will continue as the great intercollegiate sport. Football, however, under those conditions will not be able to support the rest of the physical education and athletic program. It is well to keep in mind the fine distinction between the words "venal" and "commercial." The scientist who writes and publishes a book conducts a commercial enterprise but, even if he realizes a profit from the sale of the book, not many would suggest that the book was written in a spirit of venality. Football in the same sense is a commercial enterprise but, as things are worked out in the colleges, the results of this commercial undertaking are applied to philanthropy.

Athletic Injuries

IN the study conducted by Mr. Fielding Yost last fall relative to fatal injuries in football, it was found that in some of the high schools boys were not required to pass a physical or medical examination as a prerequisite to engaging in school football.

Further, as is the case every year, a certain number of boys received injuries while engaging in athletics, and later streptococcus or some other infection resulted with fatal consequences.

There will, of course, always occur a certain number of accidents to high school boys who are not engaged in athletics as well as to those who are. The *ATHLETIC JOURNAL* believes, however, that it is entirely possible to reduce to a minimum the number of accidents and serious consequences of what are often minor injuries by requiring a medical and physical examination at the hands of a competent physician of all boys engaging in school and college athletics, and by giving more attention to cuts, bruises and sprains, even though these seemingly should be classed as minor injuries.

G. G. Deaver, M.D., B.P.E., a Professor in the Young Men's Christian Association College in Chicago and on the staff of the Physical Therapy Department at Northwestern University Medical School, in collaboration with J. S. Coulter, M.D., head of the Department of Physical Medicine at Northwestern

University Medical School, has been studying athletic injuries and the conditioning of athletes and has consented to prepare a series of articles on these conditions, which articles will be published monthly in the *ATHLETIC JOURNAL*. Further, Dr. Deaver will answer questions that the coaches and trainers may care to ask him. The questions may be mailed to the *ATHLETIC JOURNAL* and the answers, together with the questions, will appear in the issues of this publication. When requested, the initials rather than the names of those asking the questions will be published.

Athletic Restrictive Agencies

DURING the fat years, the American people set up, or allowed to be set up, agencies of various sorts designed to restrict the activities of railroads, of the manufacturers, of school and college athletics. These things usually start when some one calls attention to the fact that this or that industry is becoming too wealthy or that some activity, such as school and college athletics, is becoming too interesting. As a result of the suggestion, a law or an organization is created to check the development and growth of the industry or activity in question. After an organization whose purpose is that of checking and restraining development is set up, the officers of the organizations set about their task of vigorously fighting some real or imaginary evil. Some one has said that in a democracy too much efficiency is undesirable. If that is true, then these organizations serve the useful purpose of lessening the efficiency of those who build the railroads, finance developments and promote the athletic programs.

As a rule, those who serve as officers of restrictive athletic organizations are known to have an antipathy toward interscholastic and intercollegiate athletic competition. When these men are selected, it is probably with the idea that if they are known to be opposed to athletics they may be expected to exercise more of a restraining influence on the development of athletics than would men who are known to believe in inter-institutional athletics.

Since men of this sort were put into office with the idea of attacking athletics, many of them have attempted to justify their appointments by writing derogatory articles concerning college football coaches, by attacking the high schools and colleges that have successfully financed their athletic programs and by ridiculing the coaches in the schools and colleges. Such an article was written or inspired by one of these men concerning college athletic directors and college football coaches following the meeting of the American Football Coaches Association in New York City last December.

America has been over-regulated by wasteful restricting agencies that have been set up to order the lives of the citizens. We, however, have come to the parting of the ways, and American business, American education and American school and college athletics are in need of constructive promotion and are not in need of a restraining influence. If a man is driving down hill at the rate of seventy-five miles an hour, it may be well that he has good brakes on his car, but when the same man climbs a steep hill he

doesn't need brakes. Rather, he needs a good supply of gasoline and a smooth running motor that has a lot of power.

The men who were at the head of the school and college athletic departments twenty-five or thirty years ago, when athletics in the educational institutions were for the most part in their infancy, were principally responsible for whatever growth and prominence athletics achieved. Some of these men made mistakes which have been magnified out of all proportion by those who have been paid salaries from income derived from championship athletic contests of various sorts, and whose duties have consisted of restraining and restricting championships of every sort.

Some who were appointed to head up athletic associations of various kinds have followed a constructive policy to the benefit of athletics. These men are builders who in this period are assisting the institutions that are having a difficult time in maintaining an athletic program. They will be remembered for the good that they have done and will do. The others, however, who have exercised a destructive influence will be scrapped in this new era. America is chiefly indebted to the men who conquered the wilderness, built the bridges, created industry, erected the skyscrapers and laid the foundation for this country's economic success. In the same way, the schools and colleges will remember the names of the men who put inter-institutional athletics on a sound basis, built the athletic plants and reared the athletic structure which the restrictive agencies have attacked.

The Teacher or the Subject Taught

WHEN a man has taught a certain subject for a great many years, it is natural to expect that the value of the subject or course will assume proportions in his mind that some may not consider proper; that is, a professor whose life work has had to do with the study and teaching of Greek, trigonometry or zoology may be convinced that it is far more important for educated persons to study the subject in question than any other subject in the curriculum.

President O'Brian of Morningside College has suggested that Jesus, Socrates, Aristotle, Rousseau, Lord Kelvin and others whose names might be mentioned are among the foremost teachers of all times. Each of these men was followed by men who had sat at the feet of these great leaders, who were inspired by their ideas and ideals and who carried on the work long after they were gone.

One does not think of any of these teachers in terms of any special subject or course of study. Some of them were not known because of the facts they gathered or the information they imparted so much as by their hopes and dreams. Perhaps it may be suggested that in the field of education great teachers make the subjects and the subjects do not make the teachers. If this is true, then a boy may receive more value from his association with the football coach if that coach be a great man than he possibly might receive from a course in geometry if the geometry instructor were a small man.

Those who have attempted to exalt this or that

academic study, believing that only good will come to all who have contact with any or all courses in the curriculum, have a very narrow view of education.

What has been said relates, of course, to subjects, the value of which is considered not from a vocational standpoint. If a boy wishes to become a lawyer, quite naturally he must study law. If he wishes to teach history, by all means he should study history. If he has decided on physical education and athletics as his vocation, he quite properly should have some actual experience in the subjects that relate to this phase of education. Only a few who play football become football coaches. If the others, however, have been coached by a great teacher, the time that they devoted to football is not lost.

Coaches' Salaries

A DISTINGUISHED American the other day suggested that a certain college athletic director was paid an annual salary of \$5,000 while the pastor of the church this gentleman attended received a salary of only \$2,500. The papers recently prophesied that a certain contract bridge expert would be paid this year approximately a quarter of a million dollars for his articles and books on bridge. This is undoubtedly more than any distinguished scientist will receive for such contributions as he may make to the knowledge and culture of society. Jack Dempsey, if press reports are to be believed, has this year made something like \$800,000 from his different bouts throughout the country. This is more than ten times as much as we pay the President of the United States.

It may be desirable from time to time to call attention to these and similar items by way of suggesting that we do not place as high a premium as we should on some of the finer things of life. Unfortunately, however, when it is suggested that an athletic director receives a salary of \$5,000 while an outstanding minister is paid but one-half that sum, a great many unthinking persons assume that if the athletic man's salary were reduced the preacher's salary would thereby be increased. It is probably safe to suggest that Amos and Andy, Will Rogers, Eddie Cantor and Walter Winchell make more money annually for entertaining the American public than do any of our leading scientists, ministers or educators for the services which they render.

Some one once pointed out that the average Athenian in the days of Pericles read and enjoyed better literature than does the average American of today. Something like twenty-six million boys and girls, young men and young women are enrolled in the educational institutions of this country. We have the opportunity of inculcating into the lives of these young people an appreciation of art, learning and religion. We cannot accomplish this purpose, however, by creating a vacuum; that is, we cannot develop a love of Shakespeare by barring Eddie Cantor from the stage or by prohibiting his programs over the radio. Neither will the cause of education be served by protesting against the popularity of the football coach or by objecting to the fact that Society pays him a salary larger than the salary Society often pays its teachers and its preachers.

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- (f) Fencing—State Armory, Olympic Park, July 31-August 13, inclusive. Price \$10.

Tickets for single programs vary in price from \$1 to \$3.

Program of Events

SATURDAY, JULY 30—Olympic Stadium; Opening Ceremony, 2:00 P. M. Olympic Auditorium; Weightlifting.

SUNDAY, JULY 31—Olympic Stadium; Athletics: 400m. hurdles—Men, High Jump—Men, Shot Put—Men, 100m.—Men, 800m.—Men, 100m.—Men, 400m., Javelin—Ladies, 10,000m.—Men. Olympic Auditorium; Weightlifting. Armory, Olympic Park; Fencing (Foil Teams).

MONDAY, AUGUST 1—Olympic Stadium; Athletics. Armory, Olympic Park; Fencing (Foil Teams). Olympic Auditorium; Wrestling (Free Style). Rose Bowl; Track Cycling, Field Hockey.

TUESDAY, AUGUST 2—Olympic Stadium; Athletics. Armory, Olympic Park, Fencing. Olympic Auditorium; Wrestling. Rose Bowl; Track Cycling. Field Hockey. Riviera, Pentathlon.

WEDNESDAY, AUGUST 3—Olympic Stadium; Athletics. Armory, Olympic Park; Fencing. Olympic Auditorium, Wrestling. Rose Bowl; Track Cycling. Armory, Olympic Park, Pentathlon. Field Hockey.

THURSDAY, AUGUST 4—Olympic Stadium; Athletics. Armory, Olympic Park; Fencing. Olympic Auditorium; Wrestling. Field Hockey.

FRIDAY, AUGUST 5—Olympic Stadium; Athletics. Armory, Olympic Park; Fencing. Olympic Auditorium; Wrestling. Swimming Stadium; Pentathlon. L. A. Harbor; Yachting. Field Hockey.

SATURDAY, AUGUST 6—Olympic Stadium; Athletics. Armory, Olympic Park; Fencing. Olympic Auditorium; Wrestling. Pentathlon—Cross Country Run. L. A. Harbor; Yachting. Swimming Stadium; Swimming. Field Hockey.

SUNDAY, AUGUST 7—Athletics and Olympic Stadium. LaCrosse. Armory, Olympic Park; Fencing. Olympic Auditorium; Wrestling. L. A. Harbor; Yachting. Swimming Stadium; Swimming.

MONDAY, AUGUST 8—Olympic Stadium; Gymnastics. Olympic Stadium; Field Hockey. Olympic Stadium; American Football. Armory, Olympic Park; Fencing. L. A. Harbor; Yachting. Swimming Stadium; Swimming.

TUESDAY, AUGUST 9—Olympic Stadium; Gymnastics. Olympic Stadium; LaCrosse. Armory, Olympic Park; Fencing. L. A. Harbor; Yachting. Swimming Stadium; Swimming. Long Beach; Rowing. Olympic Auditorium; Boxing.

WEDNESDAY, AUGUST 10—Olympic Stadium; Gymnastics. Armory, Olympic Park; Fencing. L. A. Harbor; Yachting. Swimming Stadium; Swimming. Long Beach; Rowing. Olympic Auditorium; Boxing. Riviera; Equestrian Sports.

THURSDAY, AUGUST 11—Olympic Stadium; Gymnastics. Olympic Stadium; Field Hockey. Armory, Olympic Park; Fencing. L. A. Harbor; Yachting. Swimming Stadium; Swimming. Long Beach; Rowing. Olympic Auditorium; Boxing. Riviera; Equestrian Sports.

FRIDAY, AUGUST 12—Olympic Stadium; Gymnastics. Olympic Stadium; LaCrosse. Armory, Olympic Park; Fencing. L. A. Harbor; Yachting. Swimming Stadium; Swimming. Long Beach; Rowing. Olympic Auditorium; Boxing. Equestrian Sports.

SATURDAY, AUGUST 13—Olympic Auditorium; Equestrian Sports. Armory, Olympic Park; Fencing. Swimming Stadium; Swimming. Olympic Auditorium; Boxing. Long Beach; Rowing. Rifle Range; Shooting. Olympic Stadium; Equestrian Sports. Olympic Stadium; Closing Ceremony.

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State Championship Basketball

(Continued from page 22)

games in two days, the race horse game is too strenuous on a group of high school boys. This type of game, by the way, we all will have to learn how to coach next year according to the new rules. Plays were set up after the opponents had dropped back on defense, and, with the use of an occasional block, drives were made to the basket in an attempt to score. The ball was continually moving in an attempt to maneuver the defense out of position. We thought that the success of the offense, with two men through part of the time and three in the front court the rest of the time, showed that this type fit our ball club better than anything else that we might employ.

Personally, I believe that one of the biggest jobs of the coach is to choose the type of offense that fits his team. Some teams may have a wonderful set of plays but they might not look so good when employed by your own team. That is one reason why I am questioning the effects of the new rules. Won't basketball become standardized with each school being compelled to use practically the same type of play? When that takes place our good game may lose its popularity.

Iowa

By CARL G. HARRIS

ROOSEVELT HIGH SCHOOL, DES MOINES

MORE than 10,000 people watched the finals of the Iowa state high school basketball tournament at Des Moines, March 19. Hundreds were turned away. Forty thousand people in three days of the tournament profited by those exhibitions of skill, grit, loyalty and good sportsmanship, the results of weeks, yes, months of hard training, not only in physical prowess but in character moulding. Audiences were well-behaved, not because of lack of interest but because most of them caught the spirit of fair play manifested by the teams. Enthusiasm was at fever pitch. There were broad smiles for victory, sad smiles for defeat, loyalty that struck deeply and grit—such grit as some of those teams showed in the face of all odds! Where else are such heights and depths of emotion reached as in the audiences of a great athletic contest? Thrills! It is not necessary to drive one hundred miles per hour or commit a crime to experience thrills if one takes a real interest in competitive athletics. And as for an

eighteen day diet, it can't compare with a three day tournament for results. Now for the hows and whys of getting teams ready for such competition.

Basketball is a game of co-ordination of body and mind, of co-operation of individuals. To produce successful teams, one must have, first, good material, boys who are conscientious trainers and have the right attitude; second, school support; third, a coach who can guide them. We of Roosevelt High School of Des Moines are fortunate in having good material, wonderful school support and a splendid principal, Mr. R. R. Cook, to encourage us.

We have over 100 boys out for basketball. I never cut my squad. I give my time to all who want to stay out and work for the chance of advancement. That attitude is worthy of the time. Every boy should have the chance to demonstrate his ability in a sport of his choice, be allowed to develop and gain power. But I am not convinced that it is necessary to neglect the interests of those who have superior athletic ability in order to conserve the interests of those of mediocre or sub-normal caliber. Our varsity comes on the floor after the intra-mural games are over. It practices about forty-five minutes. Then the other teams come on to play until every boy has had his chance.

All who are concerned with directing education, the principal, the coach and the faculty, should interest themselves in the things that are most interesting to the students. Do athletics contribute to education? Education is the acquiring of the ability successfully to overcome obstacles as they arise, doing the thing when it should be done whether you want to do it or not. Then the best way to become educated is to do the thing yourself. Therefore with my teams, I put all the responsibility on my boys that they can educatively carry. I believe that a boy can be taught to use his own judgment more effectively than to memorize the things the coach tells him may happen. I want a thinking team. I don't want a well-regulated team. You regulate a carburetor, you regulate an alarm clock, but you supervise boys. Many good teams are regulated out of championships because the coach tries to make the boys fit his system instead of making a system fit the boys.

I have no particular system, but I night the average regain was two

spend hours on fundamentals, elusiveness, speed and accuracy in handling the ball, deceptive passing and initiative. A wise coach develops, rather than changes the natural technique of a player, unless that technique is so fundamentally wrong that it hinders efficiency. Set plays are a handicap, while clear thinking based on sound fundamentals often saves the game.

I have been asked why I use the fast break and the zone defense. I use the fast break because it is much easier to make a basket against two men than against five men. The two best boys that I have ever had for spotting openings were Si Parker, who graduated this January, and Frank Smith, who graduated a year ago, now playing for Drake. They seemed always to be in the openings at the right time. I also use the fast break because the crowd gets more for its money. The public pays the bills; so why shouldn't it be pleased? In the fast break both hands are used more to throw the ball because of the necessity of finesse and fake. One-handed throws are not so accurate. If the overhand hook pass is used, it usually necessitates having a caddy in the gallery to retrieve the ball.

We use the zone defense because it gives a rest period for the fast break. Then on defense we travel about three feet while the offense is traveling eight. This gives us a decided last quarter advantage in reserve strength. Then when we get the ball we are in a better position to start the fast break again. With the zone defense we constantly have our eye on the ball, which is the important thing in this game. In the man-to-man defense the mind is on the man. There is much less fouling in the zone defense. We use the man-to-man defense only when the other team stalls and tries to keep the ball out of play.

So much for technique. Now for ages and weights. My championship team this year averaged 143 pounds in weight and a fraction over sixteen years in age. Three of the boys were sophomores. Loss of weight, whether playing or sitting on the bench, varies according to the importance of the game. In single games our boys lost from two to five pounds. The net loss for the three days of tournament play averaged a pound a day. In a rest period of four and a half hours between the semi-finals on Saturday afternoon and the finals Saturday night the average regain was two

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REACH FOOTBALL EQUIPMENT

pounds. By the following Monday afternoon, original weights were regained.

Often the matter of staleness becomes alarming. In the case of this year's Roosevelt High team an almost complete rest preceding the tournament seemed advisable. It revived the interest of the boys and by Thursday, when the tournament began, they were "rarin' to go." Even the tournament, strenuous as it was, did not sap their enthusiasm, for they soon afterwards signed up for a Y. M. C. A. tournament just for the fun of it.

Iowa certainly has caught the basketball fever. Whole towns, with the exception of the fire marshal, moved en masse to Des Moines to cheer their respective teams in this year's state tournament. Sixteen teams, eight "A" and eight "B," came up through sectional and district tournaments only to lose their classification when they competed on an equal basis in the state tournament. Pairings were made by chance, and Roosevelt drew an exceedingly stiff bracket—Mount Ayr, Marshalltown, Boxholm and Central High of Sioux City. Scores were close, and we fought hard each step of the way, especially after losing one of our forwards with a sprained ankle in the first game. But victory was sweet, and additional glory was added when one of our sophomores carried off high scoring honors. History now, but what food for thought as well as conversation!

Kansas

By E. B. WEAVER

TOPEKA HIGH SCHOOL

MY basketball teams over a nine year period have played a total of 207 games, winning 166 and losing 40 games. We tied one game, against Wichita North High; after three play-off periods the game was called by the officials and remained a tie.

This year's team played 22 games, winning 20 and losing 2. We won the championship of Kansas at the state meet held in Wichita.

My team has always used the fast breaking offense. Speed, drive and passing are the things we emphasize. I have not used the so-called slow breaking offense at all. I do not think it in any way is a game of basketball. In our fast break we send three men down fast with the ball and criss-cross under the basket if we meet opposition. The guards follow down fast and we shoot all five players in on the offense with one thing in mind and that is to get the ball in to the basket for a short shot.

If the opposition gets set on defense before we score we then keep the ball moving rapidly in and out and across, and maneuver our players so as to pull the defense from the basket and then make a quick drive for the basket. With my style of play I want a fast shifty guard, one who can handle the ball well and who is deceptive and can score. We use no block plays; open style entirely. We rely considerably on the fast floor guard to feed the ball in and then drive to the basket and by so doing free himself for a close in shot or a fake shot and a quick pass to the forward coming in from the opposite direction. I have found this style of basketball to be very effective and one which the boys enjoy because it gives action and color to the play. It is not a passive style of basketball at all, but very aggressive and keeps all the players on their toes, so to speak.

Our style of basketball defense is man-to-man with the checking style variation. We use an aggressive defense; we make the opponents play the ball. Our players are coached to stay between their men and the basket, shifting back and forth, never lunging, always keeping their balance and staying in a low crouch position for quick work except in around the basket. Our two front line men on defense always keep their respective positions. If the opposing two back court players, usually guards, cross or change position our two forwards do not cross but shift in and out so as to keep in front of the two players they are to guard, keeping them worried and preventing their making good passes in. If the player they guard drives in toward the basket or comes in at all the forward, unless another man comes out, drops back so as to keep between his man and the basket. By doing this he is always in a good position to keep the guard covered and, if he gets the ball, to make him hurry his shot or pass.

We have found this style of defense to be very effective and in seven of our games this year as well as in other years we have held six of our opponents to three goals from the field and one team to no goals from the field.

We try to keep our players in the best physical condition possible, for with this fast style of basketball a boy must be in the best of condition if he expects to keep going, and I have found that the boys will take the best of care of themselves because they like this fast basketball. After all, it is a game for the boys; so why not play a game fast and make it interesting to them and to the spectators?

Just a word regarding the new

basketball rules. I want to say they certainly meet with my approval. I think they will save the game and promote its popularity. We go to the horse races to see speed and the action of the horses under speed; then why not have speed in our basketball games? If we can keep this standing around out of basketball, we will then always have a great and popular game.

Delaware

By WINFIELD A. WARNECKE
NEW CASTLE HIGH SCHOOL

IT is my opinion that to have a good basketball team the players should have a thorough knowledge of the fundamentals of the game. They should be drilled thoroughly so that during a game they are able to execute any play quickly and correctly.

Besides shooting, passing, dribbling and feinting, I think the pivot is very important, as many block plays can be built around the pivot.

The system which I employed most this past season was the quick break and pivot. Much of this depended on speed but I had an exceptionally fast team. Of course, I kept my team in excellent physical condition and therefore we played a driving game and kept the opposing team on the jump.

My attack was varied and it would depend upon the defense of the opposing team. Most of the time I used two men for bringing the ball down the floor while the other three would break toward the basket to receive a long pass before the other team was able to form a defense. If this was not possible, the guards would work the ball under the basket by either dribbling and then blocking by a pivot or by short passes and then pivoting. I have found that by using the pivot and quick break it is good basketball to have the man who makes the pass receive the pass from the pivot man. Sometimes the rolling offense was used with much success.

Having a tall center who was able to get the tip-off, I had many plays from the tip-off built around him. I also used my center man a great deal on the offense and had him playing the foul line as he was a very good pivot man and often the receiver of the pass.

On defense, I found the man-to-man type to be superior to the five-man zone defense. My players would form their defense about the middle of the floor; each would take his man as he came through and then stay with him until the ball was recovered by one of his own team mates. It is my opinion that it is better to play and watch the ball instead of the man,

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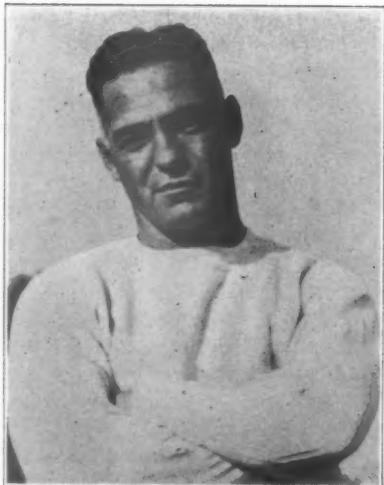
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as many passes can be intercepted in this manner. All my boys were coached to stay between their men and the basket so as to get the rebound from the back board.

I also insisted on every member of the squad having a thorough knowledge of the rules, as often little technicalities might mean a score and a difference between victory and defeat.

Florida

By CHESTER FREEMAN

FT. LAUDERDALE HIGH SCHOOL

THE system of offense that we use at Ft. Lauderdale high school, which won for us the Florida state basketball championship, is a five-man rotating offense. Our opponents dubbed it the "corkscrew" offense. There are, no doubt, many offensive systems that are better than this particular one, but we claim that it has one outstanding factor; that is, that the ball and the players are always on the move. This makes the game an interesting one from the spectators' standpoint, a factor for which all basketball coaches should strive.

In starting off the system of play, all five men have a set position on the floor. A man is placed in each corner of our offensive territory; also, a man is placed on each side, just outside of the thirty-foot line; while the remaining man, who is out in front, can be on either side of the floor. Placing the men in these positions has several advantages. First, the opponents' defense is spread as much as it possibly can be. Second, the spreading of the defense keeps open the center of the floor and the territory in the vicinity of the basket. Third, this spacing enables the players to keep from bunching, and, incidentally, from being a hindrance to each other. Fourth, it gives the players room to carry out

their assignments to the best advantage. Fifth, the players, having a set place to go, play systematically.

The first offensive move is a pass from the player out in front to one of the players on the side, as shown in

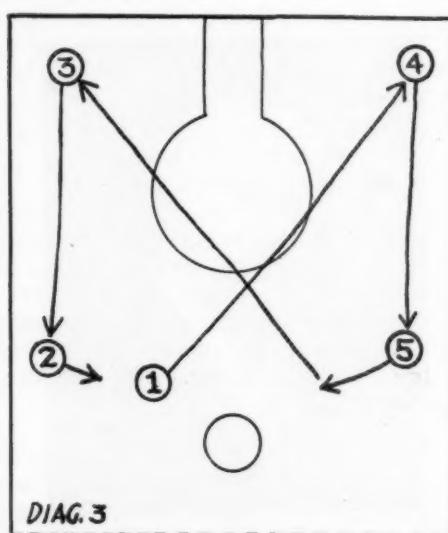
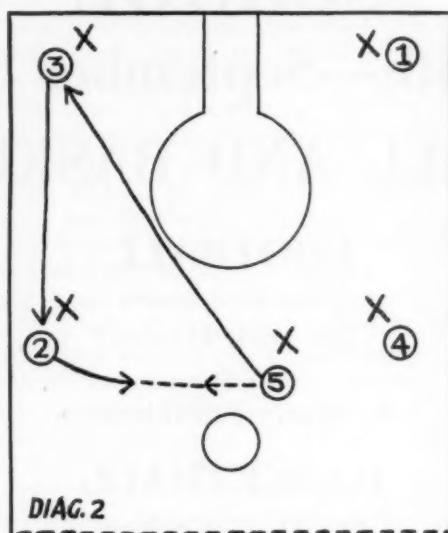


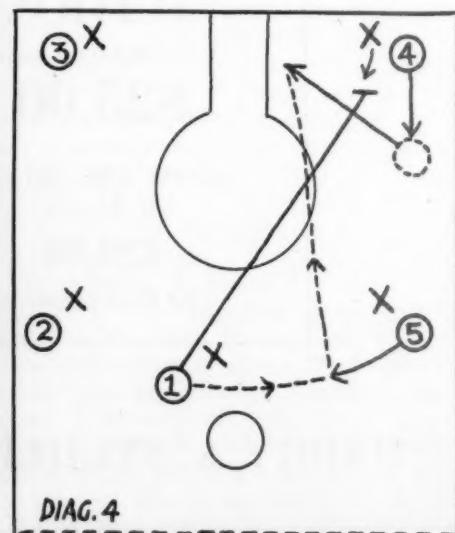
Diagram 1. Player No. 1 passes to player 5, who comes over to meet the ball. Player 1 then proceeds diagonally across the court to the position in the corner held by 4. Player 4 in turn proceeds up the side of the court to the position held originally by player 5. The next maneuver is practically the same thing on the other side of the court, as shown in Diagram 2. No. 5 passes to 2. No. 5 then goes to the corner, and 3 in turn goes up the side to take the position originally held by player 2. The rotating of the players in this manner forms a double triangular figure as shown in Diagram 3.

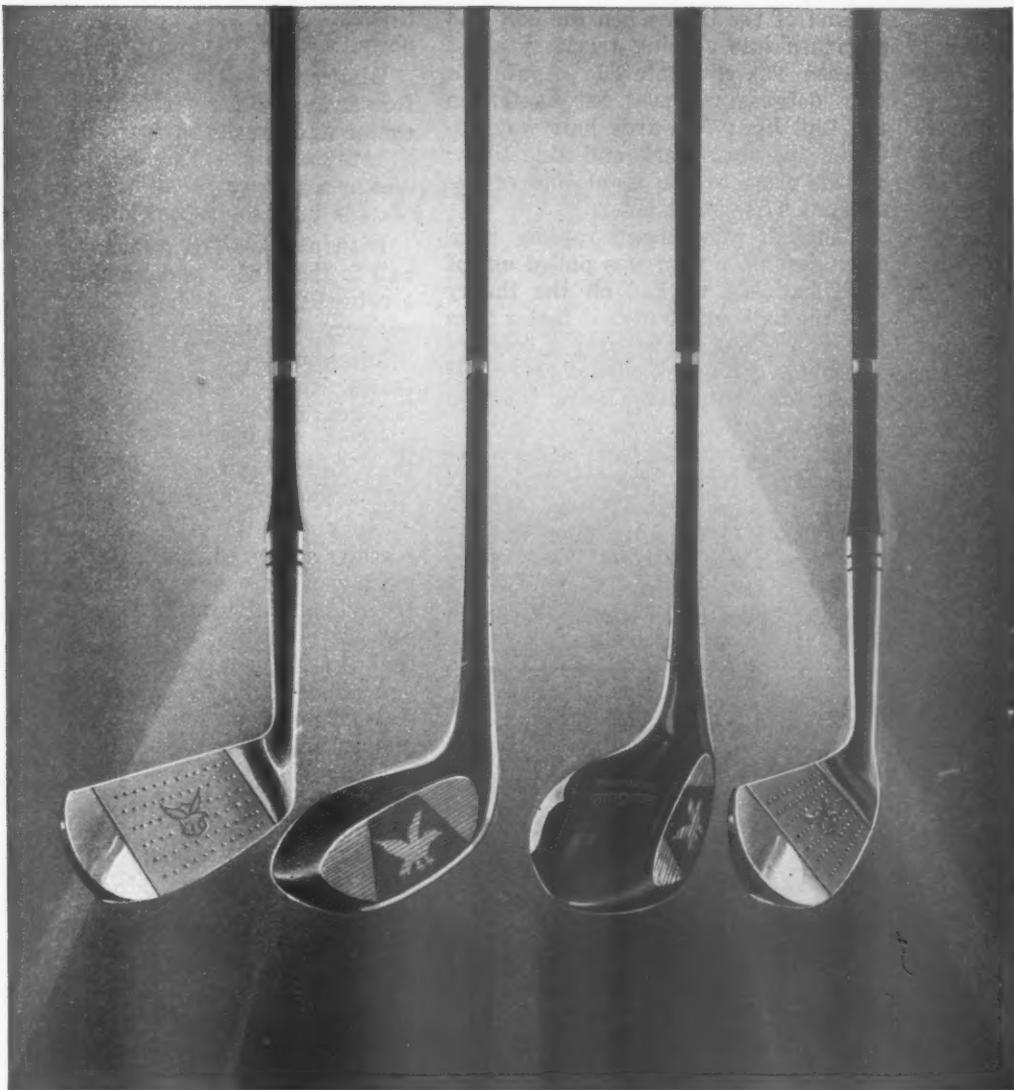
As the players keep rotating, they gain in momentum until one of the defensive players is blocked off, or the defensive player happens to get behind his man, as is the case in a man-to-man defense. We find that the defensive players block themselves off from their men in trying to keep up with them.

If the defensive team is using a zone or set five-man defense, the pass out in front is longer and the players move with a regulated speed. Against this type of defense, we try to draw the opponents out of position and play the ball into the territory they leave open.

It would seem that this system of play is all offense and no defense. However, it results in our having a balance of about 60 per cent offense and 40 per cent defense. If the ball is passed to a player who is open inside the defensive territory, three men go into the basket and two pull away and swing on the defense.

One of the best scoring plays we used the past year is shown in Diagram 4. Player 1, after passing to player 5, goes diagonally across toward the corner, but stops a short distance from the corner. No. 4, in going up the side, uses a quick change





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of pace and cuts just behind player 1. No. 4's guard is blocked off, leaving 4 open for an easy shot under the basket.

In a number of the games we played this year we kept a record as to the length of playing time that we had possession of the ball. We found that we had possession approximately three-fourths of the actual playing period. This in itself is a decided advantage because, first, while we have possession of the ball we have a chance to score, and our opponents cannot score; second, while we have possession, we can commit only one foul, charging, while our opponents can commit any number of fouls; third, players gain confidence with the constant possession of the ball.

Michigan

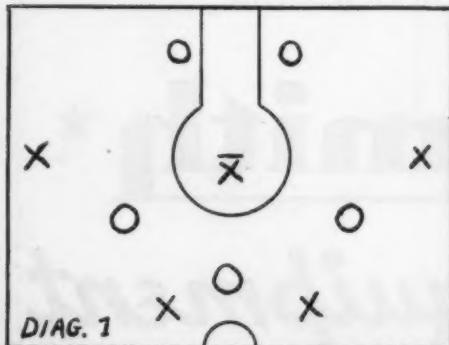
By EUGENE THOMAS

CENTRAL HIGH SCHOOL, KALAMAZOO

AT Kalamazoo this year we were fortunate in having a team of boys possessing both height and a fair amount of speed. Our center was 6 feet 3 inches tall, both guards were 6 feet, one forward was 5 feet 9 inches and the other forward was 6 feet.

We used a man-for-man defense with the guards covering the opposing forwards, the center the opposing center, and the forwards the guards. Each stayed with his man until the ball was recovered, except that one of the forwards dropped back to the foul line territory when the ball entered our defense, in order to break up the blocking game there.

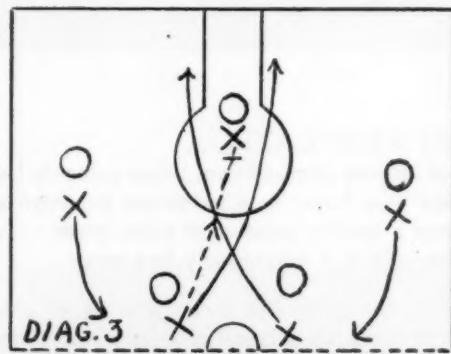
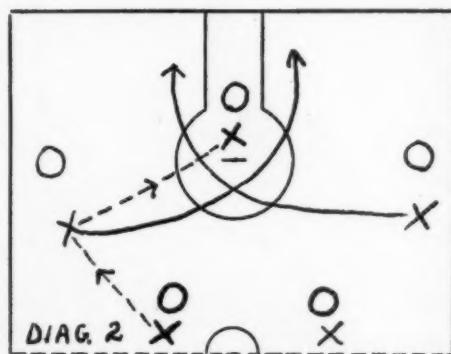
When the ball was recovered, both forwards broke down the floor into scoring territory. If they were clear, the ball was passed to either one who was open, and both guards followed as quickly as possible. Our center usually stayed back as safety, as he was particularly clever in breaking up a counter-attack. Every shot taken after a fast break was followed by two men. It is difficult for boys to see opportunity for a fast break but when developed it will be the deciding factor in tight games.



Most of the time when the ball was advanced into scoring territory a set defense was encountered. Against a zone defense we used our center on the foul line; forwards half way between the foul mark and side lines; guards close to the front line of the defense. See Diagram 1.

The ball was passed rapidly until some defensive man was pulled out of position. We worked on the theory that the ball can be passed faster than men can shift. It is fatal to attempt to dribble through a zone defense. Of course, all shots taken were followed by the center and forwards.

Against a man-for-man defense we used our center on the foul line with his back to the basket; forwards between the middle of the floor and the side lines, about five feet ahead of the center; guards as close to the defense with the ball as they could get. From



this set-up we used three fundamental plays.

Diagram 2.—The guard passes to a forward; the forward passes to the center and breaks in front of him for a return pass. The other forward makes a similar break from his side. Guards hold their positions.

Diagram 3.—The guard passes the ball to the center and breaks past for a return pass and shot. The forward replaces the guard on defense.

Diagram 4.—The guard passes to a forward; the forward to the center; the guard from the opposite side of the floor breaks for the basket near the side line and receives a pass from the center for a short shot.

Many variations were added as the season advanced. We found that most scoring opportunities from this set-up came after the ball had been passed in and out of the defense several times. The three front men of our offense were clever ball handlers and expert on follow shots. Our guards scored very consistently both on long shots and on sharp dribbles in to the basket.

On jump balls we aimed at possession. The team lined up with one man in front of the jumper, one to the rear and one on each side to the rear.

Our season's record included thirteen wins and one defeat during the regular season, and three wins to gain the state title.

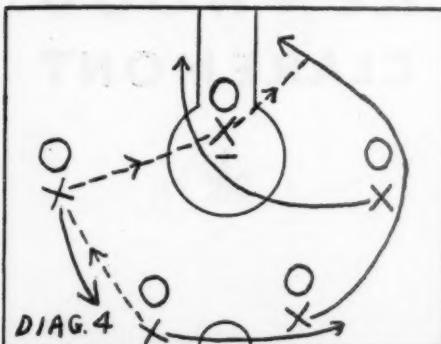
North Dakota

By HENRY L. RICE

FARGO SENIOR HIGH SCHOOL

CONSISTENT championship basketball must approach a definite standard of ideals, varying only with the material on hand. I use the term ideal because I believe the progressive coach must strive to perfect his ideas and improve on them as he grows and gains in experience toward a definite goal of perfection.

To me co-ordination, speed and athletic brains, with a determination to play, are the principal requisites of



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G. B. Affleck, Director

a boy wishing to develop into a basketball player. The aforementioned qualities, together with a knowledge of fundamentals, both individual and team play, give to the boy everything necessary to develop into a finished player. A coach is responsible for the first mentioned requisites from a corrective standpoint only, but is wholly responsible for the correct training of fundamentals and the development of the boy as a basketball player.

I failed to mention size as one of the requisites, as I feel that it is only a secondary matter, but we must not forget that a good big man is better than a good little fellow and that a good little player is of more value than a poor or average big man. This fact was very apparent in our championship game this year. My boys averaged 5 feet 10 1/2 inches, the tallest being 5 feet 11 1/2 inches, while our opponents averaged 6 feet 2 inches. Our team possessed every requisite of a good basketball team with the exception of height. Our opponents were large and better than average of the good teams, but our team won in, what was termed by many, the most perfect game ever witnessed.

In offensive play, I like to group the players in two classes: First, those who possess an average ability but lack the proper basic training in fundamentals to assure them of the possibilities of assuming natural tendencies of play. Second, those who possess an average amount of the qualities mentioned, together with the proper basic training in fundamentals and a continuation of training along this line toward natural play. I strive to pick men of the second group for the varsity squad whenever possible.

Our ideal offensive is based on the fast break and natural play. We use a three-lane fast break from rebound, with the forwards playing their side of the floor, the center playing on or near the foul line ready to break in or out as the occasion demands. The guards play the ball off the bank with the assistance of the center, and upon retrieving the ball immediately hook-pass to a forward or the center, depending on which man is open. If our fast break from tip-off or out of bounds fails, we resort to a slow break with the guards handling the ball. I use a man in each corner and one out on the side of the court, keeping the center clear for action. We use certain set, quick breaking block plays when the material is of the type which cannot think for themselves on the floor. These plays start immediately on the passing of the ball, and the pass indicates what play is to be

used. When the material is of the type mentioned in the second group, our plays start the same but revert to natural play.

This year our play was followed on the basis of a fast break and natural play using quick breaks and blocks. We used no tip plays, no set slow break plays and only one out-of-bounds play. Every man was properly drilled in fundamentals and as such was able to think and act for the best interests of the team. Of course, there are many minor factors to overcome such as team morale, self-sacrifice and team play. It is my personal opinion that the finest type of play comes with natural tendencies, and this type is the best form from the standpoint of the spectator, coach and player, as much of the delay caused by failure of plays is overcome by the reaction of the player in knowing what to do at the proper time. Fundamentals will teach the boys to do just this, and, if the coaches would combine and resort to a proper basic method of instruction in fundamentals with natural play, we would not have to worry about legislation against the practice of stalling.

On defense we use the assigned man-to-man type. Again fundamentals play the important role. Proper stance, foot-work, use of the hands, fakes, shifts, when and how to pick up a man and various other fundamentals are drilled into the men. We use the man-to-man type because it forces and speeds up the play. It also helps spread the play over a large area of the floor, preventing short shots around the foul line on blocks. This can be done when the men have been properly drilled in shifts and blocks. Our defense has always been as tight around the in-territory as a zone. Most of our defeats have come on long shots. I use the man-for-man because it gives a check on each player and allows the best man to be assigned to the opponent's best man. I use this type of defense because it means the teaching of only one system of defensive play. Usually zone defensive teams are not well versed in man-to-man for it is hardly possible to teach two types of play to high school boys and teach them well. There are arguments for each style, but I believe the assigned man-for-man will meet all emergencies better than the zone.

I am sure that some will criticize the using of a fast break and man-to-man, saying that the combination is a man killer and countering with the slow break and zone types. May I add that in eight years of coaching with these styles of play, I have never



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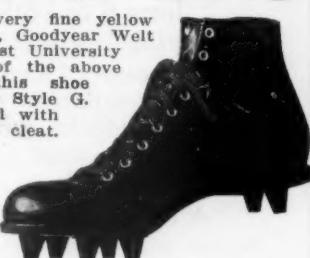
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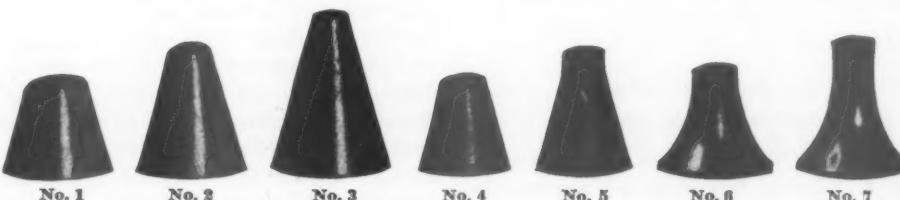


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had a man go stale nor had a man suffer any ill effects. In the three years of high school competition my teams have entered the state tournament as many times and have placed third the first year and won the tournaments the last two years. I dare say that condition has played an important part in these tournaments and I know that my boys were in good condition at the end. This year, playing against a team using a zone and a slow break in the championship game, our team was the freshest at the end.

The styles of play used in this territory this year were mainly of the fast break and man-to-man types. In the section east of us there were a number of teams using the zone, but the slow break has been gradually losing in favor.

Our team this year was a fast, heady, snappy-passing aggregation, one of the best all-around outfits I've seen for some time. Charbonneau and Aamoth, veteran guards, were the mainstays and received the Associated Press All-State selections as guards and also the same honors on the state tournament team. Comrie received a second team forward berth on the state tournament team. This year's team went on to continue the undefeated record of last year's team in state competition, and finished the season with an unblemished record in state competition for two years with a record of twenty-eight consecutive victories.

Oregon

By JOHN A. WARREN
ASTORIA HIGH SCHOOL

DURING the past four years, Astoria has enjoyed success in both football and basketball. Astoria went undefeated in football during two of these seasons and in a third lost but one game, all in first class competition. In basketball, Astoria finished in second place in 1929, third in 1931 and won the state championship in both 1930 and 1932.

I use a fast breaking offense so that I can catch the opposing defense before it is set. If the defense gets set, I use a blocking system with three men in the scoring territory. I use this fast break because in my experience it is possible for five men to get down the floor before the defense can get set and in that way score more easily. I also believe that basketball was originally intended to be played in this fast breaking style. If this feature of the game is discarded in favor of a stalling system, a part of the real essence of the game is lost,



JOHN A. WARREN

and basketball then ceases to hold the position it should as a sport. This attitude also takes into consideration the spectator, who naturally prefers the fast breaking style of attack. I use block plays when the defense is set, for I feel that it is the most logical way of breaking up a strong defense. Along with that I coach an aggressive, hard-driving type of ball, feeling that the longer we can hold the ball, the greater chance we will have of scoring.

In my defense I use a man-to-man style. Immediately when the offense gets the ball I draw my two guards back into their defensive positions. The center immediately takes the opposing center as in man-to-man defense. My slowest forward draws back to the center of the floor so that he can watch the play of the other forward and check the man the first forward does not. My fastest forward, and probably the best at diagnosing the opponents' floor work, I leave in the upper end of the court to play for an interception or a score, if we secure possession of the ball before it gets too far down the floor.

Maine

By WILLIAM A. HANSCOM
PRESQUE ISLE HIGH SCHOOL

THE winners of the Bates College tournament and the University of Maine tournament meet annually to determine the championship of the State of Maine. We have been fortunate enough the past two years to be in the state playoff. My regular team has been the same for the past two years, and I consider it a great high school team. Any team with the

same personnel that can repeat a second time should be considered a great team. This is especially true with high school boys, because the second year they are apt to depend too much on their reputation. In the two seasons I have had this team the boys have won thirty-five games and lost five, also setting a league record of twenty-four straight wins. We have used height to good advantage, with a center 6 foot 5 inches tall and two guards over 6 feet tall. The forwards are of medium stature, but fast and exceptionally good defensive men.

When on the defense we have used the zone type. This, I believe, with tall men works much better than the man-to-man type. In working this defense the men keep their eye on the ball at all times, and move from one side of the court to the other, wherever the ball is. With arms outspread this defense seems to take up more space than it really does and bothers the offensive passing in. It is a fact that in any set defense the weakest spot is in the center around the foul line. I have my forwards protect this zone. If the offense tries to pass in from either side, the opposite forward drops back to protect this zone. Should the offense try to pass in from the center of the floor, the forwards move closer together, with the center slightly in front of them. We have been able by this defensive move to keep the shots taken from in front of the basket at a minimum.

I find that the zone defense gives more chance for rest than does the man-to-man. In comparing the two types of defense this season I have found that my team has had more reserve strength to call upon than our opponents. In at least nine of our games the score has been close, or we have been behind at the half by seven or eight points, yet we were able to defeat each team by last-half strength. I believe that the man-to-man defense is the only one to use when trying to break up the stalling game, and the zone defense the best for any other occasion.

Offensively, I have favored the fast break. It gives a team many more chances for close-in shots before the defense is set, and any team that is continually shooting before the defense is set will get many more baskets than the team that has to work through a set defense for a shot. Since the short pass is the most essential to the fast breaking team we have used it the most. As a surprise play we have had fine success with the long pass. I am a firm believer in having five men score on the team instead of two or three, and I have had the

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guards cut in if they pass in. Because all men have scored I believe teamwork was much better than it would have been if three had done the scoring.

The play at the University of Maine tournament this year was much closer than in any previous tournament, and the gym was packed for every game. Most teams used the man-to-man defense, while on offense the fast break and delayed style were used with equal success. Since the floor was much larger than the teams were accustomed to, the dribble was used a great deal in getting the ball down the floor. There seemed to be more clever dribblers than in previous tournaments, and in all-around showing of fundamentals, the teams, this year, looked much better than ever before. With six points being the greatest margin by which any team was able to win, it was one of the most successful tournaments ever held at the University.

South Dakota

By A. A. QUINTAL
MITCHELL HIGH SCHOOL

IN our state tourney this year both fast break and slow break offenses were used. The man-to-man defense and its variations were employed by six of the tournament teams. The other two teams used a shifting type of zone defense. One used three men in the front line and two in the back line, and the other just the reverse. The last type of zone defense seems to have gained much favor this last season in our state. I look for a greater number of teams to use this type of defense next year.

Offensively we used a slow type block offense but would use a fast break whenever the opportunity presented itself. We were paired with the two teams in the lower bracket using the zone types of defense and consequently used a deliberate offense. We did this feeling that any zone defense, especially the three in the front line and two in the back line, is not a defensive formation but merely an offensive formation designed for a fast break. We took few long shots and, for the most part, we had plenty of time to set the three in the back and two in the front line on all our shots. In the final game of the tourney, we found much more trouble getting set shots against the man-to-man defense than we did against the zone. For three quarters the game was purely a defensive exhibition, the score being 7 to 5. I felt that the first team to break the ice would win the

tourney. It just happened that we were the fortunate team.

We employed an assigned man-to-man defense, using all five men when we found five offensive threats and using only four when we found one guard not so dangerous. Our fifth man we used on the foul line. Either of the front line men played the foul line, depending on the position of the ball on the court.

Much has been said relative to speeding up the game for the spectators. There is a question in my mind if the teams employing a fast break game entirely could stand the grind of a state tourney. The teams using the fast break when the opportunity presents itself along with a slow break seem to be the most successful in our state tournaments when we have to play three games in two days with only eight men.

Missouri

By EDWARD F. HALPIN
ROCKHURST HIGH SCHOOL, KANSAS CITY

ACCORDING to George R. Edwards, basketball coach at the University of Missouri, the Missouri state tournament this year had a greater number of excellent teams in it than ever before. Most of the games were hard fought, and seldom was a team a winner by more than a few points. Rockhurst won the tourney with an average of 16 points a game, opponents averaging 12 points per game.

Rockhurst used a slow break about 95 per cent of the time, being content with a conservative game, knowing we could rely on our defense to hold our opponents.

Our offense consisted of a man on the pivot post at the free throw line, using about four simple block plays. Our defense consisted of a tight man-for-man defense—shifting men when a block occurred that necessitated a change.

We won our first game from Webster Groves (St. Louis) by the score of 19 to 13. Our next game was with Springfield, which to my mind had one of the best teams of the tournament. They had decisively beaten Sedalia and I knew we would have to battle to take them in. We won the game, 12 to 10, after being behind the first three quarters. Christian Brothers (St. Joseph) were our next opponents and they also had a real team. We had played them twice during the regular season, winning one and losing one game. They also had us beat through most of the game, but we were lucky to hit a few goals at the right time. We won, 15 to 10.

We met Joplin in the finals and defeated this team, 17 to 15. Our ability to score two more free throws than they did gave us the championship. They had a real team and I will say that, even though we won, we had no better team than they did. We got just the necessary breaks that are instrumental in winning any tournament.

The first six teams finished in the following order:

Rockhurst of Kansas City, Joplin, Christian Brothers of St. Joseph, Jefferson City, Columbia, Springfield.

Benton High of St. Joseph, last year's winner, won the consolation finals, defeating Kirksville. Benton lost in the first round to Joplin.

This was the first year in which Rockhurst had competed in the state tournament. When our teams were strong in other years we went to Chicago to compete in the National Catholic Tournament at Loyola University.

New York

By LESLIE E. BECK

YONKERS HIGH SCHOOL

YONKERS High School in 1932 repeated its accomplishment of the previous year by annexing the New York state interscholastic basketball championship. The two victorious quintets carried only one member who played on both teams, namely, Melvin Nelson, this year's captain.

Basketball is continually in a state of evolution and due to the changing conditions it becomes necessary for the coach to meet these factors and adjust both the offense and defense accordingly. Yonkers High is primarily a deliberate breaking team on the offense while on the defensive we employ the man-to-man shifting style. The two guards must be deft handlers of the ball with ability to pass accurately to the free man and cut for a basket.

By properly utilizing the various types of passes accompanied by the usual feints and pivots, we have been enabled legally to screen our men for open shots at the basket.

We have been even more successful against the zone defense than against the man-to-man type. When the opposition operates with the zone method, our attack calls for the strategic placing of two or more men in one zone, using a staggered system of timing which puzzles the custodian of the zone and creates wide areas in which to operate. On a large floor, the zones have been easily penetrated

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Howard Jones



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A team which can guard without fouling is the hardest team to defeat. At Yonkers High we simply force the shooter to elevate his arch a bit higher than is his habit, and this causes him to become less proficient. By full extension of one arm with one foot advanced the player can cope with the set shot, the feint and the fast dribble.

The essence of clever basketball is team play, and to attain this feature the coach must instill in his squad a school spirit which is the next thing to patriotism. This democratic spirit is oftentimes ridiculed by sports writers, who jestingly call it the old "Do or die for good old Rutgers." To us it is something real. We do not attempt any heorics but we do stress this spirit of unity. All of us have seen teams of all-stars fall before a seemingly mediocre group of performers. These all-stars we call "paper peers." In print they look invincible but once upon the boards they often appear a sad looking assemblage. They look as though a traffic cop by his shrill whistle had assembled them on a moment's notice and placed them in school colors.

Regardless of all the systems in vogue there is, in the final analysis, only one means of assuring the team of success and that is the old but ever new mastery of fundamentals. There is that fraction of a second when a man is free, and if the ball can be relayed to him at that instant a score will properly result. Even the slightest juggling of the ball by either the passer or receiver may cause failure. It need not be a fumble, it may be just too much tension, which precludes the possibility of a rapid exchange. The analogy comes in baseball when a second baseman pivots and throws to double a man at first; a twinkling of an eye alters the umpire's decision.

My advice to all young coaches would be "Teach the scales thoroughly before you try the overture." Take nothing for granted, never underestimate an opponent, and first, last and always instruct the boys under your tutelage in the ground work of the game; namely, the good old fundamentals.

Texas

By GEORGE FOREHAND
TEMPLE HIGH SCHOOL

MY basketball team which recently won the Texas title was a team of fast breaking boys. The team was composed of a 6 foot 6 1/2 inch center, who always gave us the tip-off, and four boys of less than 5 feet 10 inches in height. But they could guard, pass and shoot goals. Four of the boys made various all-state teams just on fight and determination.

I am an advocate of the fast break. I taught it all year and knew that I was at least causing people to care more for basketball, if getting no other results. This is a football state, and football fans care for basketball only when it is fast and thrilling. The slow methodical play draws few people through the gate. During the state tournament, I realized the value of the fast break style of play we used through the 1932 season. Our most difficult opponents used a slow breaking, well planned attack. Of course, they made points, but not enough. They seemed to expect the same style of attack, for they took their own time on getting set in defense. This suited a fast breaking attack and we had "easier going" against the better teams. Their offense was easily stopped by a man-for-man defense with each man checking his man past center, because they seldom tried to break away fast.

I have stated that I used a man-for-man defense. I also used a shifting zone defense when we were ahead and needing a rest. This type of defense I found to be good against crip or set-up shots but bad against a club which had some good side shots. It tends also to make the try for goals fewer and the game duller. I disagree with some in thinking the zone defense better for a fast breaking team to use. I believe that my forwards have a better opportunity to break away when they are checking their men out at center on a man-for-man defense.

The ability of my center to get the ball on every tip-off was the deciding factor in our favor always. I don't believe in tip-off plays unless the ball is ours on 70 per cent of the tip-offs. But we used plays and there was little danger in them. We made many goals directly from center plays and at least four goals were made in the state championship game against the team which went to the state finals last year and was therefore more experienced than we.

Basketball in Texas is rapidly going up grade and I believe it will soon

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Nebraska

By L. F. "POP" KLEIN
CRETE HIGH SCHOOL

THE 1932 Nebraska state basketball championships found thirty-two Class A and B champions competing. The survivors were the best teams from among the 459 which originally entered the elimination play. Each of the thirty-two teams which played at Lincoln was itself a champion, and, as a result, sterling play and close battles were seen in every game of the tournament.

Just as Crete, pre-tourney favorite, came through in the Class A competi-



L. F. KLEIN

tion, Mead performed as expected and captured the Class B championship. Coach Frank Sampson's Mead team climaxed an undefeated season by downing Grafton, Stockham, Oakdale and Arlington in the state meet, winning over Coach C. N. Decker's Arlington team, 28 to 22, in the finals. Mead used a zone defense and a fast breaking offense built around the center, Dale Larson, a fine, rugged chap who was the main factor in his team's success and was rated on a par with many of the best players in Class A.

In winning the basketball crown, Crete hit its real stride in the semi-finals against Waverly and in the finals against Hastings, after a rather drab showing in the first two rounds against Neligh and Plattsburgh.

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ity to make his follow-in efforts was the talk of the tournament.

Teamed with Kobes were Johnny Parilek, a rather small but very fast forward whose ability to sink baskets was uncanny and whose speedy dribbling was sensational; Dave Cawley a 6 foot forward noted for defensive ability and under basket work; and the two guards, Ronald Douglas and George Feeken, both about 5 feet, 10 inches in height, both fast and aggressive and each with an eye for the basket.

The majority of the Class B teams used zone defense with a fast breaking offense. In Class A, however, it was about a fifty-fifty proposition with half of the teams using a zone and half the man-for-man defense.

I have used a man-for-man defense here at Crete for nine years and employ both the fast break and the slow, deliberate type of attack. I use the man-for-man defense for two reasons, the first of which is a small 60 foot by 40 foot home playing court, and the second that I find it much easier to move a man-for-man defense to a large court and have it function than it is to move a zone type defense to the larger floor.

Our defensive average for the twenty-four games played this season was 13.2 points. Last season in the same number of games it was 12.3 points. We lost but two games in these two seasons, both of which were to the Nebraska School for Deaf team coached by Nick Peterson.

During the tournament our defense stood out in all four games, while our offense looked rather ragged in the first two games. This, I believe was due to the tenseness that usually predominates during the opening rounds of the tourney. The last two games found us using a fast break against Waverly which functioned perfectly. In the final game we started using the fast break again but found that Coach Dwight Thomas of Hastings had switched from his usual shifting zone defense to a man-for-man. We then used a slow deliberate attack with set plays featuring legal blocks. It was in this final game that our defense made its real showing. Almost twenty minutes elapsed before our opponents could score a field goal and then only four in the entire game.

The high spot of the Hastings team in the finals was the effective defensive play of Guard Albert Hopp. He succeeded in holding Johnny Parilek, our star forward, to a single field goal, that on a long shot. Forward Corwin and Center Rose were the other Hastings players who were outstanding.

The surprise team of the tournament was Waverly, which entered the tourney a "dark horse," and their smooth-working little team captured the fancy of the tournament crowd and demonstrated that height is not always a necessity on the basketball court. Coach C. G. Carnes presented a remarkable, smooth passing attack featuring Everett Munn, Dwight Loder and Everett Martin, who formed the best passing trio in the tourney.

Grand Island, under Coach Roy Mandery, captured third place. This team featured a man-for-man defense with a very good fast breaking offense built around a fine forward, Malen Schroeder, and a hard working center, McDonald.

Coach Frank Milenz's Columbus team had one of the most deceptive attacks. Use of a pivot man pulled the defense off guard, and, coupled with some good blocks, left many openings for set-up shots. Most of the players of this team are sophomores and it will no doubt be a leader next season.

Coach Fritz Rothert of Plattsmouth had a hard working club built around a capable center, Donat, and Clarence Forbes, guard. Forbes stood out as one of the best defensive guards of the tournament, and his shooting left little to be desired. This team gave us our closest rub in tournament play.

This, I believe, covers the outstanding teams, and, while I do not believe our tournament basketball was so good as in some former years, I believe the teams during the regular season played a brand of ball that would compare favorably with any former year in Nebraska.

Symposium on College Athletics

(Continued from page 17)

under any and all circumstances, offensively and defensively; and, thirdly, the ability to slide expertly. In base-running, too, there are three points of proficiency which stamp a player as a great base-runner. They are the quick start, the speedy journey and the expert slide. The proficient base-runner should study and know the opposing pitcher's mannerisms, focus his gaze upon the pitcher's forward foot and start his steal as soon as that foot is detected in the act of stepping toward the hitter. He should be on his toes—with his body in balance—and his feet should be from eighteen inches to two feet apart. A quicker start will be effected if the hands are not on the

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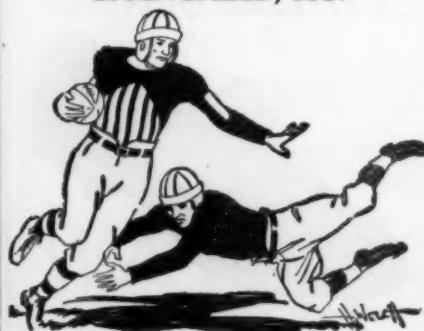
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thighs. If the base-runner affixes his eyes upon the forward foot, he need not worry about the extent of his lead. There is a possibility of a base-runner's taking too long a lead. Except at rare intervals the base-runner should not be compelled to slide back to the base.

Of course, all other things being equal, the speedier the player, the more effective he will be as a base-runner. Because of their quick start and expertness in sliding, some ball players are better base-runners than their colleagues, despite the fact that the latter are fleet of foot. In sliding, the base-runner should be able to slide on each side—to hook the bag with each foot—with equal proficiency. Every player by nature favors one side and should, therefore, practice diligently until the "weak side" is thoroughly strengthened. Arms must not be caught under the body. They should be protected from violent contact with the ground, for wrists are easily sprained in sliding improperly. And, too, the foot other than the one hooking the bag must not be caught under the base-runner, but rather thrown free in such a way as to form a right angle, with the thighs as the sides. Broken legs follow in the wake of carelessness in this respect. Generally speaking, a more graceful and rhythmic transition from the run to the slide will be brought about if the base-runner last steps on the foot other than the one which is destined to hook the bag.

Junior Baseball

By FRANK MCCORMICK
DIRECTOR OF ATHLETICS AND BASEBALL
COACH, UNIVERSITY OF MINNESOTA

THE junior baseball program of the American Legion is one of the nationally organized activities of the National Americanism Commission. Its purpose is to build a higher type of citizenship by this nationwide program of play and the lessons derived from competitive games.

The program was started in 1926 with success in the states that entered in the competition. In 1927, the elimination tournaments were not held, but, because of the great interest in departments which had pioneered this work, the program survived. The National and American Leagues of organized baseball agreed in the spring of 1928 to underwrite the expense of the national elimination contests, and the program was then organized on its present basis. The country was divided into the East and West sections, with six regions in each section:

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Region No. 3—Nebraska, Colorado, Wyoming, New Mexico.

Region No. 4—North Dakota, Minnesota, South Dakota, Wisconsin.

Region No. 5—Illinois, Iowa, Kansas, Missouri.

Region No. 6—Texas, Arkansas, Oklahoma, Louisiana.

The Eastern Section

Region No. 7—Kentucky, Ohio, Indiana, Michigan.

Region No. 8—South Carolina, Virginia, Tennessee, North Carolina.

Region No. 9—Mississippi, Georgia, Alabama, Florida.

Region No. 10—Pennsylvania, Maryland, West Virginia, Delaware, District of Columbia.

Region No. 11—New York, Connecticut, New Jersey, Rhode Island.

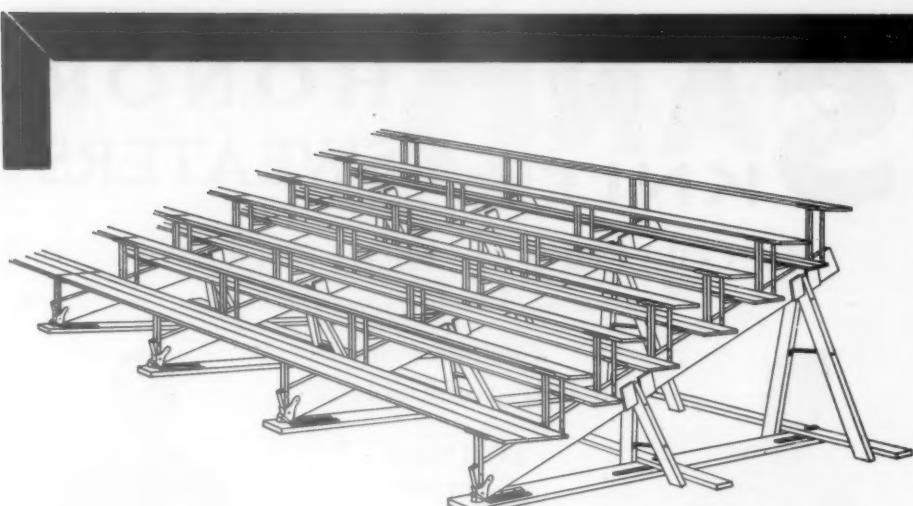
Region No. 12—Maine, New Hampshire, Vermont, Massachusetts.

The state championship teams are determined by tournaments held in every state. The state champions then play in their assigned regional tournaments, with the regional winners playing in All-Western and All-Eastern sectional tournaments. The Eastern and Western champions then compete in a Junior World Series to determine the Junior World Champions.

In 1928, forty-four states were entered in competition, with 122,000 boys playing. Every state was entered in 1929 with over 300,000 boys, and, in 1931, over 500,000 boys played on regular, organized teams. This rapid and remarkable growth can be attributed to the popularity of our own national game, the appeal to the boys of competing in nationally organized tournaments and the unlimited possibilities for each boy to participate to the fullest extent of his ability.

Organized baseball, various individuals, civic groups and organizations interested in the welfare of boys have given unselfishly of their time and money in helping the American Legion make this program one of its most constructive programs.

The coaching profession of the country has made a great contribution in the starting and the development of junior baseball. However, the surface has just been scratched and the coaches through their leadership can be of great help in organizing teams



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There is no outside activity that will pay coaches greater dividends than aiding boys' baseball. It is producing great baseball players, which is of great importance to college baseball coaches in states where the high schools are no longer playing ball in the spring. Forty per cent of the freshman baseball squad at the University of Minnesota, in 1931, were products of the Legion's baseball program, and sixty-five per cent of this year's freshman squad comes from the junior teams. Seven boys developed by this program will be on this year's varsity squad. But not alone for the development of baseball players is it worth while to the coaches. The competition is in the summer months during vacation. It keeps the boy interested and busy. His playing will develop clean living and good health. He will increase his speed and co-ordination. He will develop quick thinking and learn to relax and do his best when under fire. It will make a better athlete of him, and he will be more valuable for future competition in any sport in which he participates.

It is a great opportunity for coaches to help their athletic programs, but it is a greater opportunity for furthering the principle of good sportsmanship, which will make better men of these boys and good Americans of tomorrow. The Legion needs and will appreciate your help and support in an effort to enlist 1,000,000 boys in this year's competition.

Hitting

By RAY L. FISHER

BASEBALL COACH, UNIVERSITY OF
MICHIGAN

PRACTICALLY every baseball player wishes to be a hitter, yet probably 95 per cent of those who fail to make a team, whether in college or professional ball, do so because of their inability to hit. If a coach has a man who is a really good hitter he will always find a place for him somewhere and will immediately go to work to develop his fielding. In other words, I believe every coach realizes he has much more possibility of developing a good hitter into a fair fielder than he has of making a fair-hitter out of a good fielder.

If a ball player does not have a good enough "eye" to know where the ball is, or has not enough mental control over his muscles to make him swing a bat where he sees the ball is or to refrain from swinging when he knows the ball is bad, I do not believe there is much help for him. If, how-

ever, he can follow the ball enough so as not to hit at too bad balls and can "get a piece" of good ones, then a coach has many suggestions he can make, any one of which may cause the hitter to develop into a far more efficient batter.

Among the faults, along with suggestions to aid some of them, I would list:

(1) Failure to watch the ball from the instant the pitcher's hand comes in sight.

(Suggestion) As the hitter practices, constantly remind him to watch the rotation of the ball.

(2) Stepping away with the stride and striding.

(Suggestion) Draw a line parallel to the plate from the toe of the back foot and then make the hitter look each time he swings to see if he has his foot up to the line. Having him hit with the catcher telling him what is being pitched and making him shorten his stride may also help.

(3) Attempting to hit with the bat parallel to the ground on all balls. This is fine on balls pitched around the waist, but in hitting low balls the end of the bat should be dropped much as in a golf swing. The reverse holds true on high balls.

(4) Holding arms too close to the body and not relaxing either arms or wrists.

(5) Not hitting balls in front. When a hitter waits too long in his swing, it allows pitchers to get a fast ball up over his handle continuously. Most good right-handed hitters will hit the majority of times to left field, while the left-handers hit to right field, and the reason lies in the fact that they hit the ball in front of the plate.

Just a word about bunting, as it comes within the boundaries of hitting. In college ball the ability to sacrifice is of much greater importance than in professional ball because of the poorer hitting. If a hitter will have his bat out in front when the ball is pitched and not bunt at bad balls I believe he will be successful.

Too many hitters wait until the ball is actually thrown before getting into position, which causes them to hit the ball too hard. The front hand should be slid up to just below the trade mark, while the handle should be held lightly by the other hand, thus deadening the ball. The back hand also determines the direction in which the ball is bunted.

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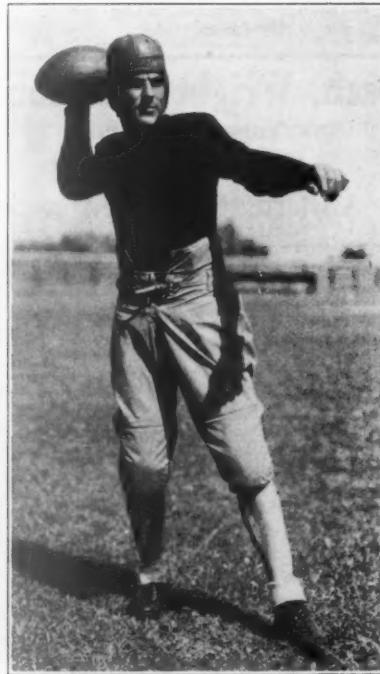
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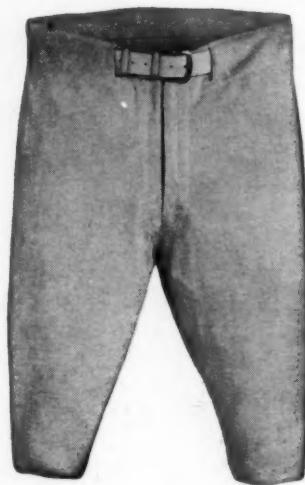
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